

Szakedolgozat

Magyar nyelvű összefoglaló

Téma: Hallgatási stratégiák és alkalmazásuk az angol, mint idegen nyelv órákon belül

Mint ismeretes, a nyelvtanulásban négy készség különböztethető meg: hallás-, olvasás-, beszéd- és íráskészség. Mindegyikük ugyanolyan fontos a nyelvtanulási folyamatban, és ha egy is hiányos a négy közül, ismereteink nem tekinthetők teljesnek. A legnehezebbnek nevezhető készség a diákok körében a halláskészség. Ez a feltételezés szolgál a munkám alapjául.

Céлом az volt, hogy a tanulók halláskészséghez és a hallásértési feladatokhoz való hozzáállását kutassam, és nem utolsó sorban, hogy megtudjam valóban ez-e a legnehezebb része a nyelvtanulásnak, vagy sem.

A tanulmány tárgya a halláskészség. Fő célja, hogy bemutassa a hallgatási folyamatot, annak szakaszait és e készség egyéb jellemzőit, illetve gyakorlati információt nyújtson a halláskészségnek a tanítási módszereiről és azokról a problémákról, amelyekkel a hallgatók és a tanárok szembesülhetnek a hallásértési feladatok elvégzése során. Továbbá, hasznos feladatokkal és ötletekkel látja el az angol, mint idegennyelv tanárokat, amiket hasznosíthatnak a tanórákon belül.

A szakedolgozat egy bevezetésből, három fejezetből és egy következtetésből áll. Az első fejezet a halláskészség sajátosságaival foglalkozik. Ide tartozik a története, szakaszai, a hallgatás típusai és, ahogyan feljebb is olvasható, a hallgatási folyamat.

A tanulmány második fejezete a halláskészség szerepével foglalkozik az angol, mint idegennyelv órák keretein belül. Olyan kérdésekre próbál választ adni, mint hogyan tanítsuk és fejlesszük helyesen a halláskészséget. Mivel a halláskészség nem könnyű készség, és kudarc nélkül nincs siker, bizonyos problémák mindig előfordulhatnak. A hallás utáni feladatok esetében ezek a problémák lehetnek a háttérzaj, a háttértudás hiánya, a figyelem hiánya vagy a beszélő beszédtempója, továbbá a motiváció hiánya, a tartalom és még sok más, amit a megfelelő módon kell orvosolni.

A harmadik fejezet a kutatásom eredményeivel foglalkozik, amely az angolt, mint idegen nyelvet tanuló diákok halláskészségével és hallás utáni feladatokkal kapcsolatos attitűdjeire összpontosít. A kutatásban alap, középfokú és felsőfokú angol nyelvtudással rendelkező diákok vettek részt Kárpátalja különböző pontjairól.

Kutatásom eredményei a következők voltak: a résztvevők fele úgy gondolja, hogy a halláskészség az egyik legnehezebb készség a négy közül, mivel extra figyelmet és összpontosítást igényel, míg a válaszadók másik fele szerint egyáltalán nem az. A megkérdezettek többsége úgy gondolja, hogy a hallás utáni feladatok meglehetősen hasznosak és szükségesek az angol, mint idegennyelv órák falai között. A résztvevők egy része nem szereti a hallás utáni feladatokat, viszont ennek az okát nem a megértéssel kapcsolatos nehézségekben kell keresni. A leggyakoribb probléma, amellyel a diákok szembesülhetnek, az a gyors beszéd és a háttérzaj, mivel egy nyelvtanuló számára nagyon nehéz megérteni az anyanyelvi beszélőt. Ahhoz, hogy a tanulók ne adják fel a nyelvtanulást e problémák miatt, motivációra van szükségük. A résztvevők szerint a leginkább motiváló dolog az érdekes kontextus és leginkább

azért fejlesztenék a halláskészségüket, hogy megértsék az anyanyelvi beszélőket. A zenehallgatás és az anyanyelven folyó beszédek hallgatása mellett a harmadik legkedveltebb stratégia a halláskészség fejlesztésére a filmek és sorozatok feliratozással vagy anélkül történő megtekintése. A résztvevők között az osztályteremben a legkedveltebb tevékenység az igaz vagy hamis feladattípus, mert a diákok egyetlen feladata, hogy meghallgassák és megtalálják azt a kulcs mondatot a hanganyagban. Amint meghallják, egyértelmű, hogy a mondat igaz vagy hamis.

Mivel a halláskészség tekinthető az egyik legnehezebbnek a négy készség közül, és számtalan nyelvész foglalkozott már a halláskészség fejlesztés megfelelő módszerének a megtalálásával, így kiemelkedően fontos ennek a témának a további kutatása és feltérképezése.

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**LISTENING STRATEGIES AND THEIR APPLICATIONS IN EFL
CLASSROOM**

Bachelor's Thesis

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INTRODUCTION

As it is known, in language learning four skills can be distinguished: listening skill, reading skill, speaking skill, and writing skill. Each of them is equally important in the language learning process as if one of these four is missing, our knowledge is not completely appropriate. Each of these four requires a different style of practising, developing, and learning.

I chose this topic because my hypothesis is that the most difficult part for a student besides grammar is listening comprehension. It can be heard from many students that they have difficulties with understanding which can be the result of problems like background noises, lack of prior knowledge, lack of attention, or the speed of the speaker. My aim was to do research about the attitudes of the learners towards the listening skill and listening comprehension tasks. This research is a sequel to a previous one, and my hypothesis was based on the differences and conclusions of the results included in the two pieces of researches. At last, to know whether it is the most difficult part in language learning or not.

The *subject matter* of this study is the listening skill. Furthermore, the teaching of this skill and the problems with what students and teachers can face while completing listening comprehension tasks.

The *object matter* is providing some tasks and giving some ideas for listening comprehension.

The *theoretical value* of this work is to introduce the listening process itself, its stages, and other features of this skill, to show the teaching techniques, and other scholar's opinions towards the listening skill.

Teaching listening can be a difficult task, as it gives a lot of challenges for the teacher and the student as well. The *practical value* of this work is to give some tips or advice for teachers on how to make listening comprehension successful and how to encourage students for developing their listening skills.

Listening skill has always been a topic worth investigating. Many *scholars* like Brown (2006), Field (2008), Underwood (1989), and Wilson (2008) were searching for its main aim and origin. The aim of their works is to guide teachers

while trying to give answers to questions like how listening should be taught properly in an EFL classroom and what should be avoided in order to achieve a successful listening comprehension.

Several *methods* were used in this study from classification to comparison.

This bachelor's thesis is divided into an introduction, three chapters, and a conclusion. The first chapter deals with the features of the listening skill (its history, stages, and types of listening, the listening process).

The second chapter of this study deals with listening comprehension in an EFL classroom. It gives an answer to questions like how to teach and develop listening skills properly. As listening is not an easy skill and there is no success without failure, some problems can always occur. In the case of listening comprehension, these problems can be the lack of motivation, lack of prior knowledge, the content, and many others, that should be solved in the right way.

The third chapter deals with the results of my research which is focused on the attitudes of EFL students towards listening skill and listening comprehension.

The main questions addressed in this paper are: what the listening skill is, how it should be taught, what problems can occur and what the students think about listening comprehension.

PART 1

LISTENING AS ONE OF THE SKILLS

Listening, as it is known, the skill of understanding a spoken language. Listening is an essential skill, present in most of the activities we make throughout our lives. As Lindsay and Knights (2006) says: “We listen to a wide variety of things, for example; what someone says during a conversation, face to face or on the telephone; announcements giving information, for example, at an airport or railway station; the weather forecast on the radio; a play on the radio; music; someone else’s conversation ; a lecture; professional advice, for example, at the doctor’s, in the bank; instructions, for example, on how to use a photocopier or other machinery; directions; a taped dialogue in class”

1.1 The Beginning of Listening

In the past, foreign languages were learned through reading and translating. In the 1990’s understanding that the listening skill was recognized as the basic initial skill because more and more research came out on how people learn both 1st and 2nd languages in addition to the evolvment in the fields of linguistics, psychology, and anthropology. In the World War II, the US’s Army Specialized Training Program worked out a plan for some soldiers to learn a foreign language through its grammar and vocabulary which took years and years, but when it came to speaking that language or to listening to enemies speaking that foreign language over the radio, they discovered that their skills were inadequate or not developed enough, as they could not understand what the enemy said. This was the conclusion that led authorities to realize that a new methodology was needed.

According to a language learning method, audiolingualism, the main principle is the use of recorded drills, which puts listening in the proem of language teaching. The idea of audiolingualism is based on an assumption taken from a psychological theory called behaviorism, in which the subject of the experiment responds to a certain stimulus in order to get a reward or enforcement. In the process of language learning, students hear recorded dialogues from the

target language and then they repeat the patterns till they learn them. The main principle of audiolingualism in language learning is to listen and repeat until the student learns the logic of the target language.

Referring to Wilson (2008), listening was the primary point in one of Krashen's input hypotheses. Krashen's theory suggests that learning languages depends on comprehending and understanding messages. This latter which he calls comprehensible input. The input hypothesis is consistent with what we know about children's acquisition. An example could be when a parent asks a toddler to pass him a paper or asks him to put his hat on. It is obvious that the toddler will not answer to the request verbally, but at that time which is called the silent period, he/she is storing and taking in the language in his/her brain. First, the application of the input theory was only on L1 acquisition, but later on, it was applied on L2 acquisition.

1.2. The Listening Process

According to Mendelson (1994) "of the total time spent on communicating, listening takes up 40-50%; speaking 25-30%; reading 11-16%, and writing about 9%". So, it is obvious that listening plays a really big role in our lives. It is a vital mental capacity one of the ways through which we understand and take part in the world around us. Rost (1994), as he quoted: "Listening is considered to be a part of oracy, a capacity to formulate thought verbally and to communicate with others, so it is the skill that underlines all verbal communication". According to Nasereddine (2010) the listening skill means the learners' ability to understand what the speaker is saying and to see the invisible meaning behind any spoken or recorded messages.

From that, we can categorize two tasks the learner does: the first is understanding the speaker's grammar, vocabulary, and intonation, while the second refers to interpreting the implied meaning of the speaker. The skilled person is the one who can do both tasks at the same time. This could be due to the fact that there has been a lack of interest in listening. Furthermore, listening has

often been considered as a passive skill which means that learners just pick up or receive this skill. Listening is the ability to recognize and perceive what the speaker is trying to by understanding his accent, pronunciation, grammar, vocabulary, and grasping his meaning. Rost (1994) indicated a particular list of components to acquire when dealing with the listening skill:

- Discriminating between sounds
- Recognizing words
- Identifying stressed words and grouping of words
- Identifying functions in conversations
- Connecting linguistic cues to paralinguistic cues and to non-linguistic cues in order to construct meaning
- Using background knowledge and context to predict and then to confirm meaning
- Recalling important words, topics, and ideas
- Giving appropriate feedback to the speaker
- Reformulate what the speaker has said

According to Nunan (2001) listening is a six-staged process, consisting of Hearing, Attending, Understanding, Remembering, Evaluating, and Responding.

The first one is Hearing and deals with the response caused by sound waves activating the sensory receptors of the ear. Hearing is the perception of sound, not necessarily paying attention, you must hear to listen, but you do not need to listen to hear.

After that, we have Attention. It refers to a collection of items that our brain focuses on. The brain screens and permits only a select few to come into focus.

The third stage is Understanding. It consists of analyzing the meaning of what we have heard and understanding symbols we have seen and heard. We must analyze the stimuli we have received. However, symbolic stimuli are not only words. They can be sounds like applause or even sights, like a black cloth that has symbolic meanings as well. To do this, we have to stay in the right context and understand the contracted meaning. The meaning connected to these symbols is a function of our past associations and of the context in which the symbols appear

for successful interpersonal communication: the listener must understand the contracted meaning and the context assumed by the sender.

Before going on with the next stage, it is necessary to make a remark: as it has mentioned previously, background knowledge is essential and people have to take into account several points: general factual information, local factual information, socio-cultural knowledge, and knowledge of context. Only with these factors the information will be correctly received.

The next step, Remembering, is an important listening process because it means that the listener, in addition to receiving and interpreting the message, has also stored it in the mind's „storage bank”, which means that the information will be remembered in our mind. But just as our attention is selective, the situation is the same with our memory, with time passing by our memories may be quite different from what was originally heard or seen.

In the last but one stage, Evaluating, the listener evaluates the message that has been received. At this point of listening, listeners weigh evidence, separates fact from opinion, and determine the presence or absence of bias in a message. The effective listener makes sure that he or she does not begin this activity too soon, as starting this stage of the listening process before the message is completed results in no longer hearing and concentrating to the incoming message and, as a result, the listening process fails.

Finally, we have Responding, a stage in which, according to the response, the speaker checks if the message has been received correctly. This stage requires that the receiver complete the process through verbal or non verbal feedback, because the speaker has no other way to determine if a message has been received. Therefore, it is sometimes complicated as we do not have the opportunity to go back and check comprehension (Nunan, 2001).

1.3 Types of Listening Processes

If there is an intention for distinguishing it, two types of listening process should be mentioned. One is the Top-down listening process and the other is the Bottom

up listening process. Brown (2006) defines top-down processing as the process of “using our prior knowledge and experiences; we know certain things about certain topics and situations and use that information to understand”. In other words, learners use their background knowledge in order to understand the meaning of the directed information.

On the other hand, bottom up processing refers to the process of “using the information we have about sounds, word meanings, and discourse markers like first, then and after that to assemble our understanding of what we read or hear one step at a time”(Brown, 2006). During bottom-up processing, learners hear the words, keep them in their short term memory and combine them with each other. After these, they interpret the things that they have heard before. According to Tsui and Fullilove (1998), top down processing is more likely to be used by skilled listeners, while bottom-up processing is used by less-skilled listeners. It is important to mention that depending on the purpose for listening, learners may use top-down or bottom-up process. In other words, both processes usually appear together in real-life listening. Cahyono and Widiati (2009) state that successful listeners are those, who can use both, top-down and bottom-up processes by combining the new information with the knowledge that they already possess.

According to Flowerdew and Miller (2005), advanced listening skills are the results of blending listening process with the cognitive development. In that sense, in order to be effective listeners, students should use both bottom-up and top-down processing in listening. That is, “students must hear some sounds, hold them in their working memory long enough to connect them to each other and then interpret what they’ve just heard before something new comes along. At the same time, listeners are using their background knowledge (top-down processing) to determine meaning with respect to prior knowledge and schemata” (Brown, 2006).

The bottom-up process consists of analyzing the sentence from its smallest unit, phonemes and syllables guiding us to reach the meaning (Wilson, 2008). This process is based on separated units of a text’s language. It depends more on what is heard. According to Wilson (2008), if the situation of learning is familiar to

listeners, they will easily understand and predict the next tasks. Top-down process totally relies on the listener. It means that understanding and comprehending depends on what was happening before the beginning of listening. About the reasons of making mistakes when learners listen to the English language, many theories occurred and generated two views. The first one predicts that mistakes in listening comprehension are the results of bottom-up failure, which means that learners mishear individual words. While the second suggests that the top-down is the cause of it. Learners listen in familiar situations and hear familiar vocabularies, but make a great number of guesses about the content.

Cook (2001) explains the difference between ‘decoding’ and ‘codebreaking’ in the process of listening. Decoding refers to processing language to get the message while codebreaking refers to processing language to get the rules. Cook (2001) states that “teaching involves both getting students to decode messages from language and to codebreak the language system”.

1.4 Stages of Listening

In every lesson the class with listening tasks must be divided into three different parts: pre-listening, while-listening, and post-listening. In each stage both teachers and students play a huge role and has to be active parts of the activity.

1.4.1 Pre-Listening

The pre-listening stage gives students an overview about what they are going to do before they start listening. In the pre-listening stage there are two substages; the first is to activate students’ schemata, which helps them to foresee the content of the listening passage. For activating students’ schemata, there are six different ways; the first one is brainstorming, which means extracting and provoking a big number of ideas from the central one. The second is using visuals which help to activate schemata, which have a relation with the listening passage, and visuals are helpful for students whose style of learning is visual. These students are called visual learners. The third one is using relia; an example of activity provided with relia is when the teacher brings photos to the classroom where the pre-listening

task is to say what kind of animals can be seen. This is also very effective in cases of visual learners. The fourth is using texts and words in which students read before listen (this stage can be an introduction to the topic). The fifth is situations; real world situations such as answering phone calls or buying something in a shop can be helpful in predicting the sequence and the development of the listening passage. The sixth substage is opinions, ideas and facts.

This substage activates and refreshes students' prior knowledge. An example to get students involved before listening is to ask them to do researches by their own or to teach other students (Wilson, 2008).

1.4.2 While-Listening Stage

During-listening is the stage where students are ready to practice listening through a set of activities provided by the teacher. According to Wilson (2008), students have to listen to the input once; for example, listening for gist, but they have other occasions when they want to listen for specific information or for details. As they can hear the input twice in order to check or to answer a detailed question. There are two views about how many times students should listen to the message: the first view says that only once, taking their view from real life communication where the listener hears the message only one time.

While the second view states that students should have many opportunities to hear the input in order to reduce their anxiety. Students listen to the extract different times because it may be difficult, long or boring for them. Repeating messages can be done several times if the focus is the learning of the language. Moreover, if the listener has not understood the passage after hearing it more than three times, the occurring problem here may not be the one that can be solved by repeated display to the same passage. If dealing with long messages, for example, teachers may consider chunking texts by dividing them into various pieces. This can make understanding easier and overloading the students can be avoided.

1.4.3 Post-Listening Stage

According to Davis and Pearse (2000), post-listening is the stage that helps students to relate what they have heard with their own ideas and experiences. It

includes telling their opinions, adding some comments. This stage allows students to endure smoothly from listening skill to another language skill. For example, learners may practice speaking by performing plays similar to the ones they have heard or just by telling their own ideas about what was heard. Speaking here is not to help them with the speaking skill, but intended to help to develop their knowledge of that message, so they can enhance the listening scopes.

1.5 Types of Listening

Listening can be defined and distinguished in various ways according to their function, their place or the method with which the needed information is given over. First of all, there are two types of listening gathering special importance: extensive and intensive. One is listening for our own satisfaction, while the other is something that can be experienced among the walls of a classroom. Besides this classification, listening types can be informative, relation, appreciative, critical and discriminative.

1.5.1 Extensive Listening

There are different situations where the teacher encourages students to choose for themselves what they want to listen, by using their own materials for the purpose of pleasure and their own language improvement (Harmer, 1998).

Usually this type of listening is happening outside the classroom, but it does not mean that the teacher is not interested in this kind of listening. Extensive listening materials differ from intensive as they can be found from different resources such as passages taken from books, television, radio, songs and podcasts. All these mentioned sources tend to show spontaneous conversations, dialogues, thoughts, interviews etc. So, what is definitely obvious, is the fact that taped authentic materials can be considered to be a good tool for learners when dealing with extensive listening. According to Harmer (1998), foreign language teachers can enrich their classes with adding extensive listening tasks to the syllabus. With well chosen and appropriate tapes foreign language teachers can improve not only the student's vocabulary, but also introduce them with new, unknown information

about the world, which surrounds us. When it comes to choosing the extensive listening tapes, teachers should consider many aspects. Students should be given tapes which is appropriate for their age. It means that for children it is recommended to listen to some kinds of tales with moral message or nursery rhymes. These tales and rhymes must not contain themes, which could be too abstract or staggering for a young learner. Older students can be given much more difficult tapes, for example famous and catchy songs, what they are familiar with, or passages from different well-known and significant books. These songs or books can contain more serious topics, but it should certainly catch the attention of the students, as if the content of a listening is too boring for them, they will simply ignore the task. Thus, they will not have the motivation to start to improve their listening skills. Creative teachers can recommend certain tapes and ask students to talk about the ones they have enjoyed the most.

For the reason of inspiring this type of listening, students can be asked to complete a list of tasks such as:

- To record their answers to what they have heard.
- To determine the level of difficulty.
- To summarize the content of the used material such as a tape.
- To ask students to write their comments in a special comments' boxes to consult them and try to meet all the needs of the learners.

All these task's aim is "To give students more and more reasons to listen, if they can share their information with colleagues, they will feel they have contributed to the progress of the whole group" (Harmer, 1998).

1.5.2 Intensive Listening

The other type of listening is the intensive listening. It is practiced in every day situations. The ability to listen intensively is considered to be an essential part of listening proficiency. According to Harmer (1998), when dealing with the intensive listening EFL teachers prefer to use audio tapes as their favourite material in classroom since it gives students the opportunity to listen to a variety of voices with different accents, what will help them to recognize other variants of

English language, and different topics with different genres, as well as it provides the learner with a significant source of language input.

As far as intensive listening is concerned, it encourages the learners to understand different people with different accents, especially when real people are talking in real life situations. Live listening is among the good ways to carry out intensive listening. In a nutshell, live listening means listening to the teacher (or another visitor), in a face to face situation, rather than using a pre-prepared recording, tape. It can be done in many different ways, such as the teacher's reading aloud to a classroom. Students dealing with this kind of task, listen to a natural spoken language of a written passage. In addition to other enjoyable activities like storytelling, conversations and interviews (Harmer, 1994).

In conclusion, intensive and extensive listening are both two important ways to ensure the realization of listening in general and if they are used appropriately, they can encourage the students for improving their listening skill.

1.5.3 Comprehensive Listening

This type of listening seeking to make sense of sounds. To comprehend, the meaning requires first of all, to have a lexicon of words, all rules of grammar and syntax in addition to the visual components of communication. According to Lucas (1822): ‘‘Comprehensive listening is devoted for understanding the message of a speaker, as when we attend a classroom lecture’’. Comprehensive listening attempts to not only understand the message of the sender, but also to learn from or remember what is being communicated. When we are talking about comprehensive listening, we are intending to remember the meaning behind the message. For instance, people use their comprehensive listening skills when their pharmacist or doctor is explaining how your new medications should be taken, or when parents listen to remember what their teenager plans to do on her evening out.

1.5.4 Emphatic Listening

Emphatic listening's aim is not only to understand the message, but to understand how the the speaker feelings, beliefs about what he or she is saying. Counselors, therapists, and clergy are the best examples of people who must be skilled in

emphatic listening. But not only people with these professions requires to know how to listen emphatically. If the speaker is a close friend or a colleague, or just someone, who needs help, people will want to be able to listen appropriately, and as a matter of fact, they should know how to listen this way. Everyone in the world, once experienced the feeling when he or she was trying to tell his or her emotions to another person, and the receiver could not understand the context, or if he understood the context, could not understand our emotions. To avoid situations like this, it should be known how to listen emphatically in the right way by everyone. “Empathic listening provides emotional support for the speaker, as when a psychiatrist listens to a patient or when we lend a sympathetic ear to a friend in distress” (Lucas, 1822).

1.5.5 Appreciative Listening

Appreciative listening is just like extensive listening. Its main aim is to provide enjoyment for the listener. It includes listening to music for enjoyment to receivers because they are listening to things they like. Information may come from theatre, television, radio, or films. It is the response of the listener, not the source of the message that defines appreciative listening. Generally speaking, we are talking about appreciative listening when we seek information which we will appreciate. For example, that which helps us meet our needs and goals. Lucas (1822) come to define this type of listening to be: “Listening for pleasure or enjoyment, as when we listen to music, to a comedy, or to an entertaining speech”. It doesn’t require much focus, nor does it result in much retention. This kind of listening could also be called “social listening”. One could be sitting on the bleachers at his or her son’s little league game listening to a mother telling about the day her child is the best hitter on the team. The big difference between appreciative listening and just hearing is that you are accepting meaning from the speaker. The receiver is forming visions, ideas, or responses because of them, and first of all appreciates what he or she is listening to, as the material is likely for her or him.

1.5.6 Critical Listening

The ability to listen critically is essential everywhere. There is practically no place you can go where critical listening is unimportant. This type of listening deserves much more attention and the purpose of this kind of listening is to evaluate a message whether it is worth accepting or rejecting (Lucas, 1822).

Critical listening in the classroom aims at:

- Separate facts from opinions and help students to prevent opinions from influencing their understanding of the facts.
- Evaluate speakers' qualifications, motives, biases and help students to understand how to weigh facts and arguments.
- Test ideas for effectiveness and appropriateness and help students to test ideas they learn.
- Recognize the speaker's reasoning and help students to understand the speaker's logic or lack of logic (Rost, 1994).

Critical listening requires you to hear, understand, evaluate and most importantly judge a message. It's the most demanding form of listening because of the focus and concentration required. You must decode verbal and nonverbal messages and evaluate the speaker's credibility and honesty. After decoding and evaluating you should analyze the message to determine if you believe it and if it is important enough to remember. Outside the classroom, in everyday life, we should use critical listening skills when listening to a salesman trying to earn a commission through us or to a politician trying to earn our vote.

1.5.7 Discriminative Listening

Discriminative listening may be the most crucial type because it is the one, that is the base for all the mentioned types above because by being accurate and sensitive to all the changes that happen in speakers' utterances such as rate, volume, pitch, and so on. The discriminative listener can detect the slightest differences in meaning. This kind of listening requires more effort so that you are listening to the meaning behind the message. The goal of discriminative listening is to understand the speaker. The receiver listens to the words, pays attention to the nonverbal

communication, and form opinions on what he or she see and hear. Discriminative listening should be used when the car mechanic explains what that “thump thump” coming from our car means. Nonverbals like eyes rolling, wringing his hands, or asking for another mechanic's opinion may add a different meaning to his verbal diagnosis of nothing wrong. Or another situation, that can be understood by everyone is being in a room with a group of people speaking a language we don't understand. In spite of the fact that it is beyond our comprehension, we gain a lot of clues just from the inflections and gestures accompanying the inexplicable words.

PART 2

LISTENING COMPREHENSION IN AN EFL CLASSROOM

Listening is a very important part of language learning teaching. But it was not so some years ago. Listening comprehension started to gain attention only in recent years. Teaching and developing student's listening skills is not an easy task for a teacher. Both students and teachers can face problems like lack of motivation, lack of prior knowledge, or the material itself. These problems, and some exercises, are shown in the second part in order to develop the listening skill.

2.1 Teaching Listening Comprehension

The importance of listening in the development of communicative and cognitive skills did not start to take its place in language teaching curriculum until the 1970s. However, in recent years, with the emphasis given in communication in the language teaching, listening started to take a much more precious place in language learning and language learning curriculum. For most foreign language learners, being able to communicate in social contexts is one of the most important reasons why they learn a language (Vandergrift, 1997). Especially at the present time, if someone can speak the English language, he or she has a greater chance to get a well-paid job, as it is now an unambiguous expectation for an employer to speak minimum of one foreign language, which is most times English.

In addition, nowadays the majority of different articles on topics of science, politics, and even gossip stories of our favourite singers, actors are written in English. So in order to keep up with the latest news, it is essential to understand the English language. Therefore, teaching listening comprehension is important as listening lessons “are a vehicle for teaching elements of grammatical structure and allow new vocabulary items to be contextualized within a body of communicative discourse” (Morley, 2001). In addition, since English is being used as an international language for communication by people from non-native English speaking countries lately, teaching listening has gained more importance recently (Cahyono & Widiati, 2009).

In spite of the fact, that listening comprehension is a very important part of language learning, it did not receive so much attention. Mendelson (1994) offers three reasons why listening was poorly taught. First of all, listening was not accepted as a separate skill to be taught especially for a long time. Supporters of the idea believed that language learners would improve their listening skills on their own, while they are listening to the teacher during the class. They did not draw their attention towards this skill, as they thought that there are more important skills to be practised than listening skills. Secondly, teachers felt pretty insecure about teaching listening. And finally, the traditional materials for language teaching were not adequate enough to teach listening. In spite of the fact that it is a challenge to teach listening for many foreign language teachers, there have been many improvements in teaching listening over the years. According to Rubin (1994), when teachers and researchers understand the significance of the listening skill in language learning and its role in communication, they start to pay more attention to teaching this skill in language classrooms. The more teachers are aware of the stages of the listening lesson and teaching the developing of the listening skill, the more beneficial they would be in helping their students related to their listening comprehension concerns and needs (Field, 2008), (Richards, 2005).

Morley (2001) mentions four main instructional models of listening and the learner aims related to each of the models:

- Listening and repeating, where the learner's goal is to pattern-match; to listen and imitate; to memorize.
- Listening and answering comprehension questions, where the learner's goal is to process discrete-point information; to listen, and answer comprehension questions.
- Task listening, where the learner's goal is to process spoken discourse for functional purposes; to listen and do something with the information.
- Interactive listening, where the learner's goal is to develop aural/oral skills in semiformal interactive academic communication; to develop critical listening, critical thinking, and effective speaking abilities.

In spite of the fact that there are different methods for teaching listening, the success of each perspective depends on minimizing the listening comprehension problems experienced by language learners and by means of the way, which is chosen by the teacher for completing the presenting of the material. The following subpoint focuses on those problems.

2.2 Problems with Listening Comprehension

Studies connected with listening in the field of second and foreign language learning announced that listening is one of the most difficult skills for language learners (Goh, 2009), (Guo, 2006). In light of the fact that the overemphasis goes on grammar, reading, and vocabulary, those who learn English as a foreign language have significant problems in listening comprehension. Ur (1997) believes that learners find some features of listening comprehension easier than others. In that sense, some of the main difficulties that the students encounter with listening comprehension are: “hearing sounds, understanding intonation, and stress, coping with redundancy and noise, predicting, understanding colloquial vocabulary, fatigue, understanding different accents, using visual and aural environmental clues” (Ur, 1997).

Underwood (1989) names the common difficulties that students experience while listening: not being able to have words repeated, limited vocabulary, speed of delivery, failing to follow signals like transitions, lack of contextual knowledge, being able to concentrate, and habits like trying to understand every word in what they hear.

2.2.1 Lack of Prior Knowledge

Lack of prior knowledge in this context is the socio-cultural, factual, or contextual knowledge of the target language. This type of knowledge has the ability to present an obstacle to comprehension. According to Anderson and Lynch (1988) this background of non-linguistic clues is very essential in helping students to understand the target language. “Gaps in our knowledge of the L2 culture, of the associations and references available to native users, can present obstacles to

comprehension” (Anderson & Lynch, 1988). The absence of the second kind of knowledge presents a problem in listening comprehension. It is linguistic knowledge. In this case, listeners can clearly hear the message but unable to understand, or do not know the meaning of the word listened. This is due to their low proficiency and their bad level in grammar, syntax, phonology, and the semantic features in the target language (Anderson & Lynch, 1988).

In the same sense Anderson and Lynch (1988) state that, the students having problems with their linguistic knowledge result to desert the listening process. But this is not the only thing that can prevent the learners from understanding the listening material. Many other problems can be obviously noticed:

- Lack of exposure to listening materials since students prefer to read than to listen to a foreign language (Yagang, 1993).

- The acuity of hearing. Students with some physical problems, in this case, bad hearing, which prevents them from participating, are unable to hear what is said. They can also be affected by environmental problems such as noise (Rost, 1994). There are cases when the played tape is disturbed by some background noises. For example, people talking on the street, trains or cars, or anything else that gives out a sound.

2.2.2 Lack of Motivation or Attention

As it has been proved scientifically, any person talks at a rate of 120 to 150 words per minute, and the human brain can process about 400 to 800 words a minute. From these statistics, it may seem that listening would be the easiest skill among the four, but it is the opposite. In the listening process, the students can take in all the speaker's words and still have plenty of spare. As a matter of fact, this is the reason why the learners or listeners interrupt their listening with thinking about other things (Lucas, 1822). Within the classroom, the same problem has been stated by Rost (1994): “Many pupils have difficulties following instructions owing to apparent deficits in attention and concentration. Such pupils may not be adapting well to the numerous distractions in a typical classroom”.

Anderson and Lynch (1988) are trying to present the role of attention in the listening performance indicating that, successful listening comprehension is affected by the degree of the students' attention towards the input. They express that the learners in almost all cases "switch off consciously or unconsciously". They explain that students when experiencing listening comprehension, pursue to perceive speech word by word instead of focusing their attention on the meaning itself. Consequently, this psychological factor can affect listening negatively whether on perception or on interpretation.

2.2.3 The Content

The content structure or the information included in an oral passage plays a very important role in the learner's understanding. So a well-organized passage should be characterized by the chronological and logical order of events to help students in their listening comprehension, and any disruption or flashback in the text may be seen to make the information more difficult to be understood (Anderson & Lynch, 1988). In the light of the same view, Yagang (1993) comes to express that: "The listening material may deal with almost any area of life. It might include street gossip, proverbs, and situations unfamiliar to the students, also in a spontaneous conversation speakers change topics".

The relationship between the topic and the learner is very important during the listening process. Students should be familiar with topics they use in their listening comprehension practices. The good familiarity with the topic reduces the level of difficulty for the students. But in case of unfamiliar words, or an unknown topic students still have a chance to challenge themselves and perhaps learn something new and introduce themselves to the wonders and mysteries of the surrounding world.

2.2.4 Problems Connected to The Speaker

There are cases when the source of the comprehension problem is not the listener, nor the listened passage, but the speaker. Among the difficulties related to the speaker, we notice that our students who are used to conduct their learning in slowly and deliberately spoken English find considerable difficulty in

understanding native speakers' talk and conversations, and they always allege that they are unable to comprehend this fast and spontaneous speech (Anderson & Lynch, 1988).

The level of difficulty in comprehension is also observable when the process is characterized by the non-visibility of the speaker. A visible speaker with the existence of many paralinguistic features, nonverbals such as facial expressions, hand and body gestures can strengthen positively student's comprehension, as he or she sees the speaker's emotions (Yagang, 1993). Whereas those students may face many constraints in their comprehension when dealing with audio recordings since the visual clues are important for the realization of the process had been removed. Setting the scene with some photos of the active participants of the conversation can help, especially tasks, where they put the pictures in order as they listen, and using video instead, makes a nice change and is a good way of making skills like guessing vocabulary from context easier and additionally much more natural.

Generally speaking, foreign language learners prefer being participants in the process, like in the class discussion and conversations due to the fact that in this case many visual clues or paralinguistic features may be taken into consideration and can help the student in understanding the heard material.

2.2.5 Problems Connected to the Setting

Difficulties related to this factor can be found in the classroom or the laboratory noises, whether these noises are on the recording or environmental ones. This may prevent the learner to listen well and thus make harder the understanding of the played tape, and the listening comprehension itself (Yagang, 1993).

In addition to the unclear sounds resulting from poor quality equipment. Being able to cope with background noise is another skill that does not easily transfer from the first language and develops along with students' listening and general language skills. As well as making sure the tape doesn't have lots of hiss or worse. For example by recording tape to tape at a normal speed not double speed by using the original or by adjusting the bass and treble. Another important factor that can interrupt the student's understanding process is the background noises. It is

advised to choose a recording with no street noise, as it may happen that street noises would be much louder, than the speech. Teachers also need to decrease the noises inside and outside the classroom. Listening comprehension should be planned in the event that we are quite sure that it will be quiet outside. This means that not at lunchtime or when the class next door is also doing a listening. Teachers should cut down on noise inside the classroom by doing the first task with books closed and pens down. But first of all, not to allow students to talk. Children are the main source of loudness, and even if they do not want to, they are disturbing each other in completing the given task. But for this problem, there is a risky, but certainly effective tactic. Here teachers should be brave and confident enough to let them do the same by listening on headphones and showing them how much easier it is. Finally, when they start to get used to it and their listening skill has developed, it is advised to give them an additional challenge by using a recording with background noise such as a cocktail party conversation. The main idea is to increase the degree of difficulty continuously, step by step.

2.3 Tasks for Improving Listening Skills

Developing listening skills can be a long and time-consuming process, which needs continuous practising. Learners should listen to the native language as much as possible to understand the target language and to acquire those phonological features, intonation, and stress what makes that language hard to understand. In this subpoint, elementary and intermediate tasks are shown for adult students learning English as a foreign language.

As the learners just started learning English as a foreign language, the listening tasks should be connected with basic topics like greetings, appearance, or holidays. In *Listening Elementary* (Nolasco, 1962) and *Listening Intermediate* (Dunn, 1987) there are some listening tasks written about greetings in the United Kingdom. For example, there are four different situations, where the learners have to use different greeting forms. In the first picture, a doctor greeting a patient is seen, in the second two friends who meet by chance, in the third two colleagues at

work, and the fourth someone arriving at a friend's house. The student's task here is to listen to the recording and decide which greeting comes to which situation. The aim of this activity is to develop an awareness of how the language we use varies according to who is talking and to whom. It is advised to play the recording two or three times so that students can identify the speakers. After that concentrate on how stress and intonation work to make the greetings more or less friendly. For noticing the phonetical features students can be given two tasks. The background of the task is similar to the task above. Here we have two friends talking to each other and two colleagues. Teachers can give questions like: "Did the voice of the first speaker go up or down?" or "Does his voice sound friendly or unfriendly? ", "Why?", "What are the differences between this greeting and the one between the two old friends?"

Another great topic for listening comprehension is storytelling. For this kind of listening, we can see an example in Nolasco (1962). Students listen to a report about two experiments. There are seven statements connected to the report. Some of the statements are about the experiments in Paris, while the others are about the experiments in New York. The students' task is to write P next to the things which happened in Paris and NY next to the things which happened in New York. Teachers should ask learners to note down the main points of the recording to make it easier for them to connect the statements with the appropriate location and experiment. This task is designed to make sure students understand how the experiments were set up and they could be asked to use the statements to help them give a brief description of each one. After listening to it and connecting the statements with the locations and experiments, the tape can be played once again and teachers can ask questions like "How many people watched the thefts in New York? ", "How many people tried to stop the student robbers? ", "How many people tried to help the student robbers? " etc. These questions serve the better concentration of the students' attention for the details.

Another great example of storytelling listening tape is a holiday story. In this task, students listen to a man's holiday. If a text is too long for the level of our

students, we can cut the story for two, or if it is necessary, three parts. In the text, our traveller shares his worries before setting off. He is telling us a story where he had almost died in a fire accident and he is alive just because he was prepared for it without any reason. In the first task, students should write down as many worries as they can hear from the tape. The first part should be used to establish the speaker's main worries. After that teachers should introduce expressions like fire regulations, assembly points, etc. with the help of the visuals in the book, before playing the rest of the tape. After finishing this task, they can listen to the second part. For making the listening comprehension multifarious teachers can change the form of the exercise. The true or false tasks can be given to the students. And at last, we should practise their skill to realize the stress with tasks like writing a sentence from the text on the board. For example, each night my wife watched my preparations and made remarks which she considered witty. The next step is to ask students to identify where the main stress falls and to discuss how the marked stress on 'she' predicts he will think differently.

Besides holidays, themes like safari and zoo parks are also popular. Visiting a safari park is not without its risks because animals are allowed to run wild. It is important that learners get a strong impression of a safari park before listening to the tape. The speaker in her sixties and was with several members of her family when the lion leapt onto the car to examine what the monkey had left behind. When a problem occurs in the lion enclosure the occupants have strict instructions to remain in their car and sound the horn. This is what they did. As soon as the warden arrived in his Range Rover, the lion leapt off. The students' task in this listening comprehension is to put pictures, connected to the story, in the correct order. It is advised to draw the student's attention to the woman's use of euphemism in talking about the monkey.

As we are always under pressure, our nervous system needs to have a break sometimes. This break can mean an easy listening task, where students do not have to concentrate just have a rest and listen. For this purpose was relaxation tape made. Ask your students to sit back in their chairs and put their feet slightly apart

on the floor. Put their hands in their lap, one on top of the other with the palms upwards. Order them to close their eyes. Keep their mouth closed and take a deep breath through their nose. After this ask them to tense the muscles in their left leg by pressing their left foot as hard as they can onto the floor, then lift their left hand and squeeze their fingers into their palm. The next step is to do the same with their right hand. Lift their shoulders as high as they can, and then let them fall. At last, they should turn their heads slowly to the left, to the right, and to the centre. As they are ready with this, order them to take a deep breath again. When they breathe out, make it twice long as when they breathe in. At this moment their only task is to breathe and to concentrate on their deep and slow breathing. This exercise can make them feel relaxed and can be installed at the half or the end of the class.

Although, there are many good topics for listening comprehension, and as the matter of fact, every speech and story is acceptable to be a material for listening comprehension, but there are topics that should be avoided, or used only with adult learners.

For example, in Nolasco (1962) there is a listening comprehension task connected to the topic of spontaneous human combustion. Spontaneous human combustion is quite a well-documented phenomenon although nobody knows what is the real cause of this unusual death. Rational explanations are difficult to support because the body is consumed so extensively. Cremation of a dead body does not destroy it as completely spontaneous human combustion would even though cremation is done at very high temperatures in special conditions. The recording of this tells us about people who died in this kind of phenomenon. The tasks connected to this topic are only questions and discussions. As the reliability of this death is questionable it is loam for different arguments and discussions. But in cases of younger learners, this kind of topic is completely forbidden as the context may be terrifying for them.

On intermediate level students can be given much more difficult listening comprehension with a more difficult topic as well. In Dunn and Gruber (1987) there are some tasks listed that are suitable for an adult language learner with an

intermediate level of knowledge. The book covers a lot of topics and includes a wide variety of tasks.

The first mentioned task is connected to politics and culture. The listening comprehension is divided into four parts. The first task encourages students to use their knowledge of the world, as well as keywords they have heard, to understand the content. In this task, there are words listed connected to Chernobyl nuclear accident. Students should translate these words to themselves and after that, listen to the tape which is an extract from the news. Their task is to circle any words that they hear in the extract. Teachers should play the extract once without stopping, then ask the students to compare their answers. The extract can be played once again to confirm their decisions. As a group, students re-tell the news items using the circled words. In the third part of the task, students listen to three news reports from 1978. First is the election of Pope John Paul II, the second is the birth of the first test-tube baby and the third is the Jonestown mass suicide. The purpose of this task is to give students practise in identifying keywords. It is not necessary for a listener to hear and understand every word in the extract to be able to understand it. Exploit the extracts separately, using the procedure outlined in the second task. This kind of task can be done regularly with the latest news. It will develop not only our student's listening skills, but they will be well-informed and have some cultural knowledge.

Another great exercise is connected to lost dogs. Students read the short introduction to understand the type of radio programme they will be listening to. In addition to discussing the type of programme, the teacher may wish to prepare students for the first task by encouraging a discussion of lost dogs, like ‘‘What would you do if your dog was lost? ’’, ‘‘Where would you go? ’’, ‘‘Who would you contact? ’’, ‘‘What information would you give them? ’’. In the first task, students are going to hear a man's report on a lost dog, and as they listen their task is to fill in as much information about the dog as they can. Students must be given as much time as they need to read the forms which must be filled in before listening to the tape. After the complete first playing, students compare and share

the information they have noted on their forms. It is not necessary to understand and note all of the information requested before going on to the second task. In the second task, students are going to hear a description of three champion dogs. Given students time to read the instruction and look at the photos and descriptions. The rosettes represent prizes or competitions won. Students after that listen and compare their answers. Task 3, 4, 5, and 6 are calls that came from people who supposedly saw the dog. Students' task is to decide whether the dog, that was seen by these people is the lost one, or not.

These tasks, which were mentioned in this subtopic are examples of the diversity of topics and tasks that can be used in an EFL classroom. Teachers should be careful with the topic and the progress of the listening comprehension as well. During completing the listening tasks teachers and students as well can face with problems that should be solved. Teaching listening comprehension is not an easy thing to do, but with great competence, teachers can succeed in this kind of skill development.

PART 3

DESCRIPTION AND RESULTS OF THE RESEARCH

3.1 Description of the Research

The topic of my research is Listening Strategies and their Applications in EFL Classroom. The aim of this research was to figure out the students' attitudes towards the listening skill and tasks, and the students' listening improving techniques with an elementary, intermediate and advanced level of English language speaking. 80 people were considered in this research, both women (61 people) and man (19 people), with a vast majority of women. The questionees were selected on the basis of an age group between 10 and 26 from different locations within Transcarpathia. Unfortunately, only a small percentage were cooperative within the 10-16 age group, that is why the datas gained from this age group is quite defective. Each of the participants are learning English as a foreign language and has a different level of English scaling from elementary (A2) to advanced (C2).

Diagram 3.1.1 The percentage of male/female participants in the research.

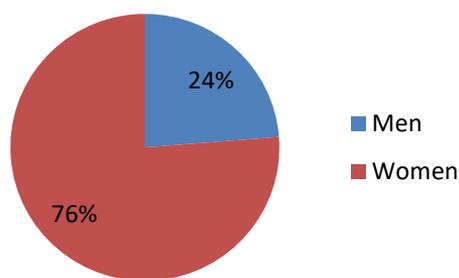


Diagram 3.1.2 The age of the participants of the research.

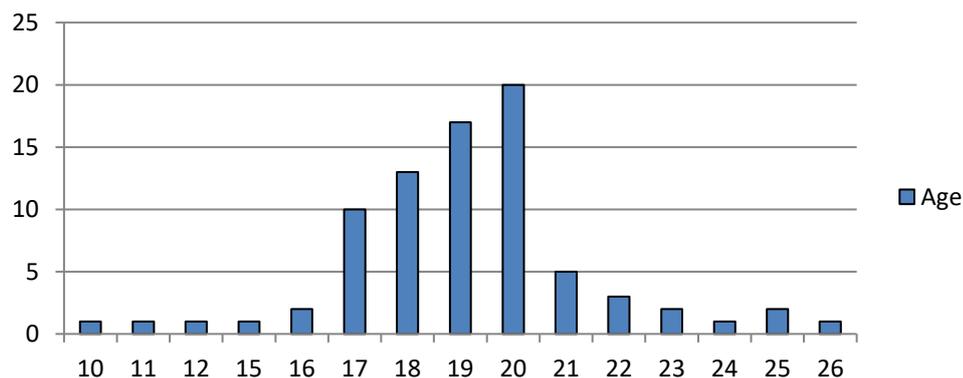
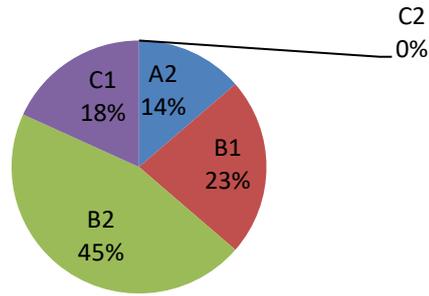


Diagram 3.1.3 Questionees' Level of English



The questionnaire consisted of 15 questions. It contains multiple choice questions, likert scale questions, open-ended questions and ranking questions. The first four questions were dealing with personal information of the questionees, like gender, age, level of English and the time since they have been learning English. The other eleven was designed to get information from the participants about their problems during listening comprehension, attitudes towards listening skill and listening comprehension, and what kind of motivation and strategies for developing their listening skill do they have.

3.2 Results of the Research

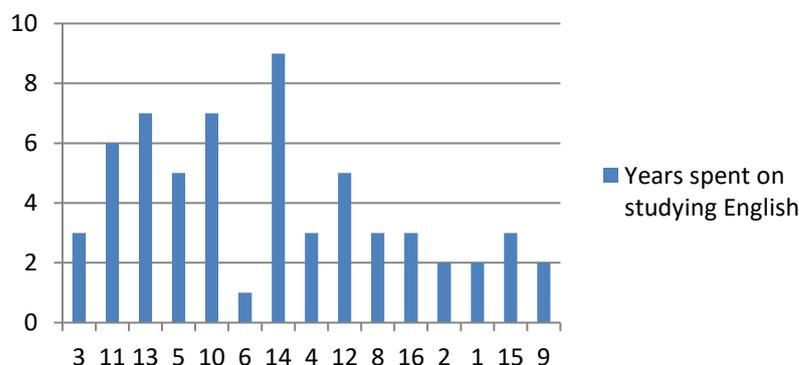
Each of the questions appearing in the questionnaire was created in order to gain information about students' listening strategies and attitudes toward listening skill. 80 answers were collected with the highest number of answers within the 17 to 21 age group. The majority of questionees were female. Connected to each question the number of answers may be diverse as not everyone answered all of the questions for unknown reasons and my questionnaire consisted of multiple choice questions as well, where questionees had the opportunity to choose more than one options.

3.2.1 Students' Response for the Time Spent for Learning English

Most of the participants started learning English as a foreign language when they started elementary school in the first and second forms. In the case of these students, the duration of time spent on learning English is between 13-16 years.

These speakers have a higher level of English between B2 and C1. In case of younger learners it scales between 4 and 5. These speakers possess an elementary level of English, A2 and B1. In spite of the fact, that English is compulsory from the first form, some questionees mentioned that they have been studying English for a very long time, but started to take it seriously just for 2 to 4 years. They as well chose the B1 option connecting to their level of English. Older participants between the age group of 21 to 26 can be divided to 2 groups. To the first go those people who finished education and now learning English as a hobby, and those, who are still learning as master or phd students. The first group does not spend so much time with learning English as they have a job, while those participants who still learning at university or college spend more time with English learning and developing their listening skill because they are required to do so.

Diagram 3.2.1.1 Time since participants have been learning English as a foreign language.

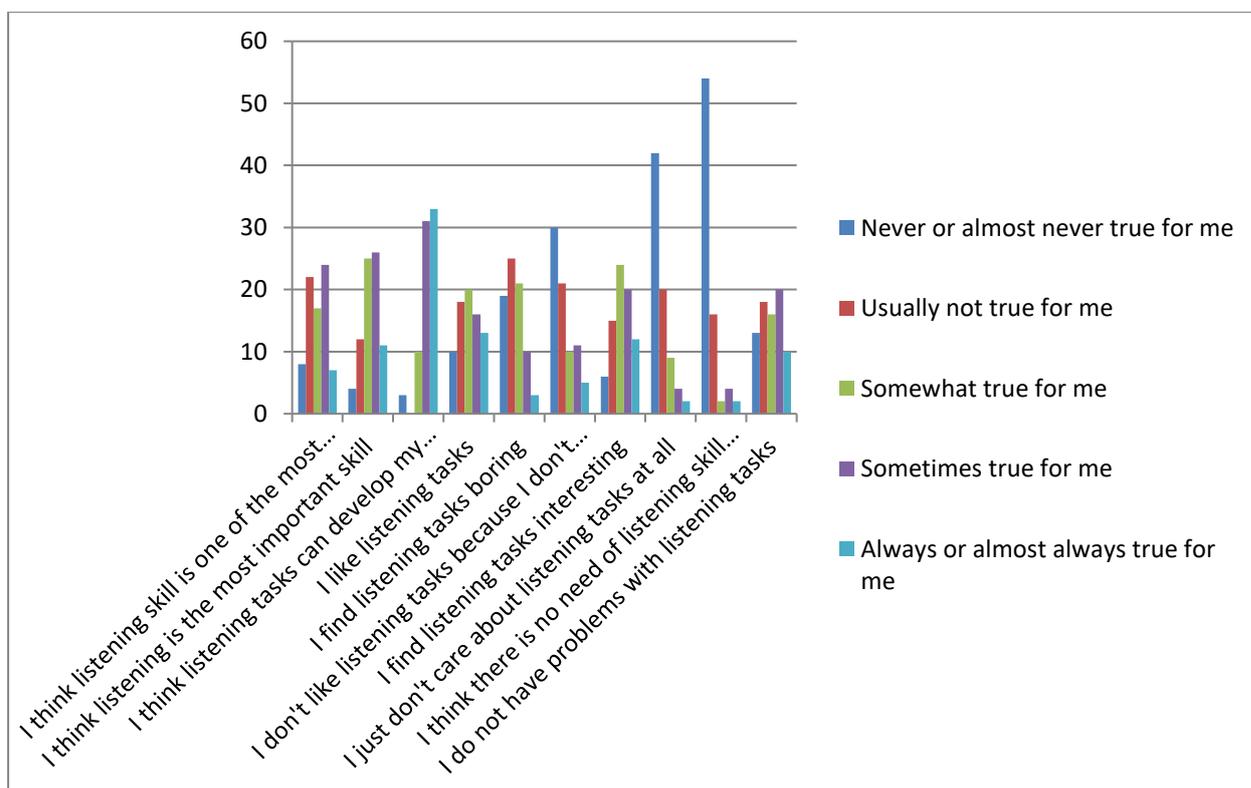


3.2.2 Students' Response for the Attitude towards Listening Skill

In order to get information about students' attitudes toward listening skill 10 statements were given and five options for expressing agreement or disagreement depending on the opinions: never or almost never true for me, usually not true for me, somewhat true for me, sometimes true for me and always or almost always true for me. According to 24 people listening skill is one of the most difficult skills among the four as it requires a lot of attention, but 22 people think that it is not really true, and 8 people mentioned that listening skill is totally not one of the most difficult skills. Connecting to the importance of listening skill, opinions were

similar to the earlier question, as 26 people of 80 rather agreed with the statement that it is important, but 25 mentioned that it is rather not. 54 participants of 80 thinks that listening skill and listening tasks are needed within and outside the walls of a classroom and only 6 people thinks that there is no need of listening skill. 2 questionees gave neutral answers and other 16 supports the ideathat listening skill is needed. 64 participants find listening tasks rather useful and according to their opinion it surely can develop their understanding, while the minority thinks that it cannot. Listening tasks shared the opinions as almost half of the number of participants does not like listening tasks, while the other half does. But the reason for this unlikeness is obviously not the lack of ability to understand the text, as 51 people of 80 mentioned that they do not have problems with the understanding. But despite of the unlikeness, 66 people finds listening tasks interesting, while, 33 people thinks it boring and 45 gave neutral answers. With 54 answers, most of the questionees care about listening tasks and are interested in their listening skill development.

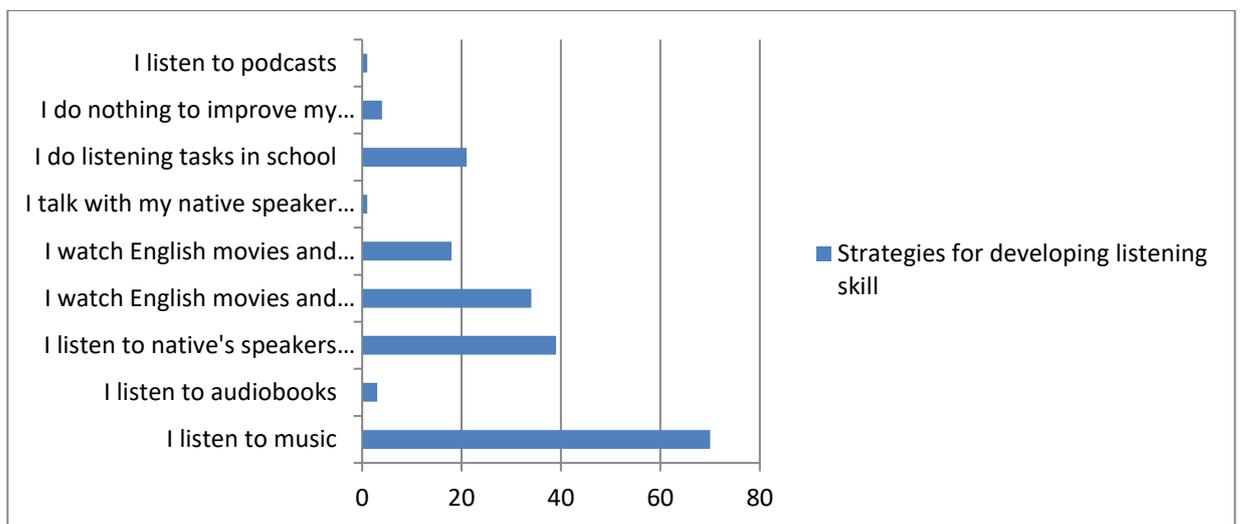
Diagram 3.2.2.1 Students' attitudes towards listening skill and listening tasks



3.2.3 Students' Strategies for Developing Listening Skill

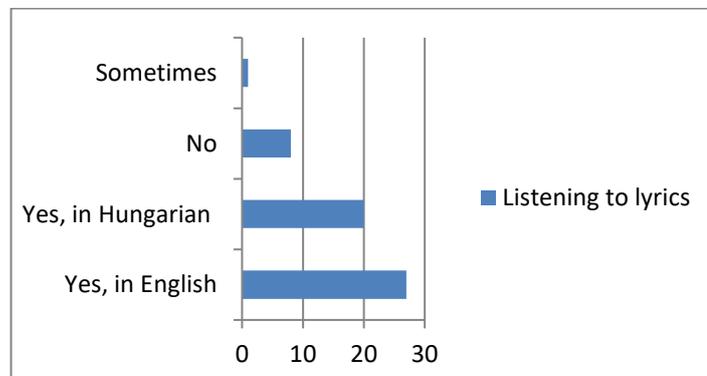
In order to get information about students' strategies for developing listening skill they were 9 given different choices but they could add other, if they had something different. For this question participants could choose more than one answers. The 9 different options were listening to music, watching English movies and serials with/without subtitles, listening to native speakers' speech and even talking to them, listening to podcasts or audiobooks, and doing nothing in order to develop listening skill.

Diagram 3.2.3.1 Students' strategies for improving listening skill.



From 80 participants 70 listen to some kind of music. This was famous among all age-groups. While listening to music, most of the participants read its lyrics in English, 20 in Hungarian and 8 people do not read lyrics at all.

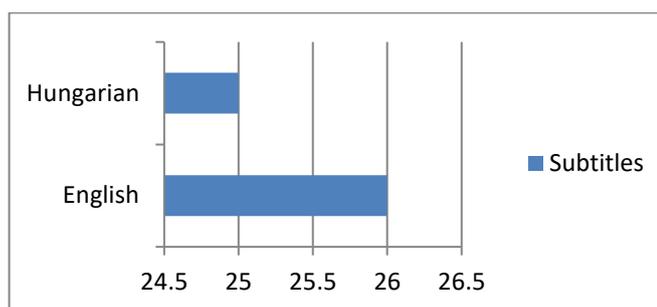
Diagram 3.2.3.2 Students' tendency to read lyrics



After listening to music, the most famous strategy among the participants is listening to native speaker's speech. As the internet has become the primary source of information the majority of happenings in the world are shared on this enormous platform. People can listen to interviews, conferences, podcasts, TV shows and political speeches from every corner of the world. Listening to native speaker's speech is more typical for older age-group between 20-26.

Besides listening to music and listening to native speaker's speech, the third most liked activity in every age group for developing listening skill is watching films and serials either with or without subtitles. Participants gave different answers connecting to this topic. 34 people like watching English films and serials with English or Hungarian subtitles, but English is more common. The minority, 18 people, watch English films and serials without any kind of subtitles.

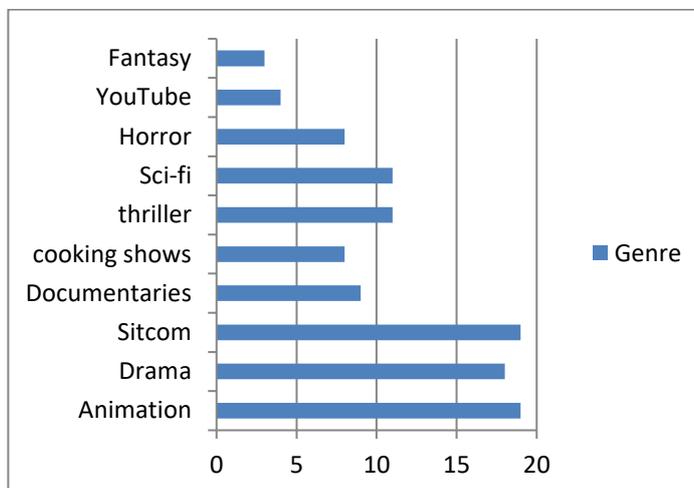
Diagram 3.2.3.3 Students' tendency to watch with subtitles



The context and genres of these movies and serials are tend to be highly influenced by the students' age and level of English. In order to find a connection between the level of English and context of the movies/serials, a question was given to the participants about their favourite genre while watching English movies. They were given 10 different genres, like fantasy, drama, sitcom, documentaries, animation, sci-fi and horror, cooking shows, thriller and Youtube videos. The two most famous genres were sitcom and animation with 19 answers. Younger participants are likely to watch videos on Youtube and do not watch animation, while participants from age 15 to 26 watch almost every genre mentioned in the question, including animation. Those, who have a higher level of English, B2 to C1, more likely to watch all of the genres as she or he has a more

developed vocabulary and there are less unfamiliar words. On the other hand, those with lower level of English, A2 to B1, watch less genres, including animation and cooking shows, because other genres have a more complex structure of sentences.

Diagram 3.2.3.4 Students' responses to favourite genre



From 80 only 3 people listen to audiobooks. It is not a wonder as today only a few people read books. Also, listening to audiobooks can be really hard without the written text. The least famous strategy was the talking with native people. Only 4 participants do nothing to improve their listening skill as they do not care or simply do not think that it is important.

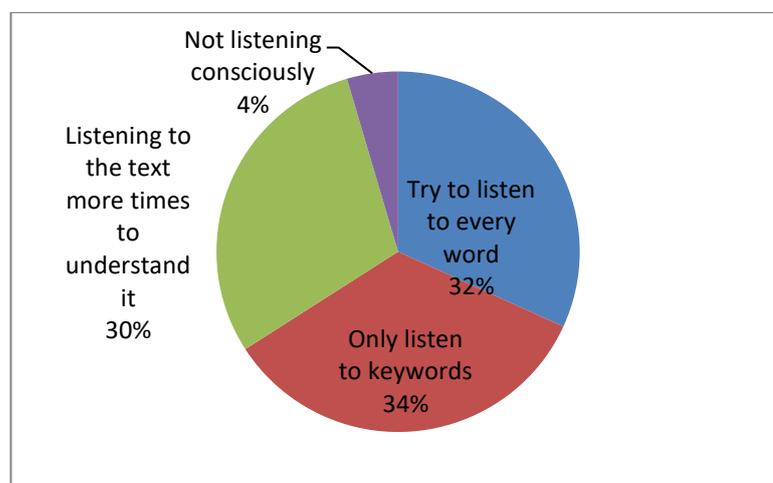
From 80 participants 21 does only listening tasks in schools and nothing more. This can be explained as the participants do not think that improving listening skill can be interesting as the tasks in the classrooms are boring. But they are not aware of the fact that they improve their listening skill while they are listening to music or hear an English commercial on a website or before a video on YouTube.

3.2.4 Students' Method of Listening

In order to know exactly how students are listening during listening comprehension, they were given 4 statements based on four strategies for this particular aim: try to listen to every word, only listen to key words, listening to the text more times to understand it and not listening consciously. The most frequently used method is listening to key words. After that, comes trying to listen to every

word and listening more times. Only a very few percentage do not listen consciously.

3.2.4.1 Students' Method of Listening



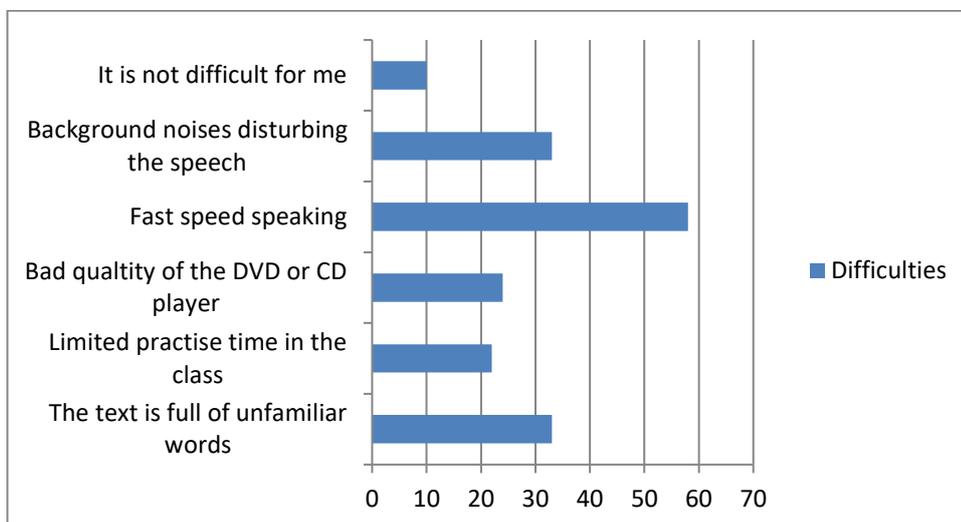
3.2.5 Students' Difficulties While Doing Listening Comprehension

While doing a listening comprehension, students and teachers as well can face with a lot of problems. As my research is interested in students' problems as well, the emphasis is given to them equally. In order to get information about the problems that students usually face with they were given two questions. First connected with the type of problem, where participants could chose from 6 options. Each of them is a type of problem, like fast speed speaking, limited practice time in the classroom, the text is full of unfamiliar words, background noises disturbing the speech and if the questionee do not have a problem, then an it is not difficult for me option was added. It was a multiple choice question. The second dealt with the frequency of these problems, where they could chose from 4 options: always, often, rarely, never. The most common problem with what students can face is the fast speed speaking. From 80 people 58 chose this option. For a language learner it is really hard to understand a native speaker. What is more, there are different accents and variations of English. As students, learning English, hear a non-native speaker during the lessons, it could be strange to hear the real English intonation, stress and pronunciation. Students can not react on the sentences as quick as it required in order to understand the text.

In an equal way with 33 answers the problem of background noises and that the text is full of unfamiliar words were chosen as the second most common. There are cases when the played tape is disturbed intentionally, or unintentionally by background noises what makes the understanding much more difficult. These background noises may be cars on the street, shouts from other people not involved in the conversation, or music. But background noises can come from the classroom. One person complained about his or her classmates who speak during the listening comprehension. The problem of unfamiliar words can occur because of two reasons. First of all, the student understands the words, just as the result of fast speed speaking they do not understand the word. The other reason is that the vocabulary of the student is not developed enough to understand words included in the played tape.

22 people chose the option: limited practise time in the class. As listening skill is not regularly practised in the classroom it is not a wonder that students have problems with listening comprehension. 24 people complained about the bad quality of the DVD player. In fact, there are a lot of cases when the DVD player is old or the CD gets stuck. Nowadays, listening tasks are rarely played on DVD players. As the technology is developing, listening comprehension is easier to be made with mp3 players or speakers. 10 people of 80 has no difficulty while doing listening comprehension.

Diagram 3.2.5.1 Students' difficulties while doing listening comprehension.



3.2.6 Students' Motivation for Developing Listening Skill

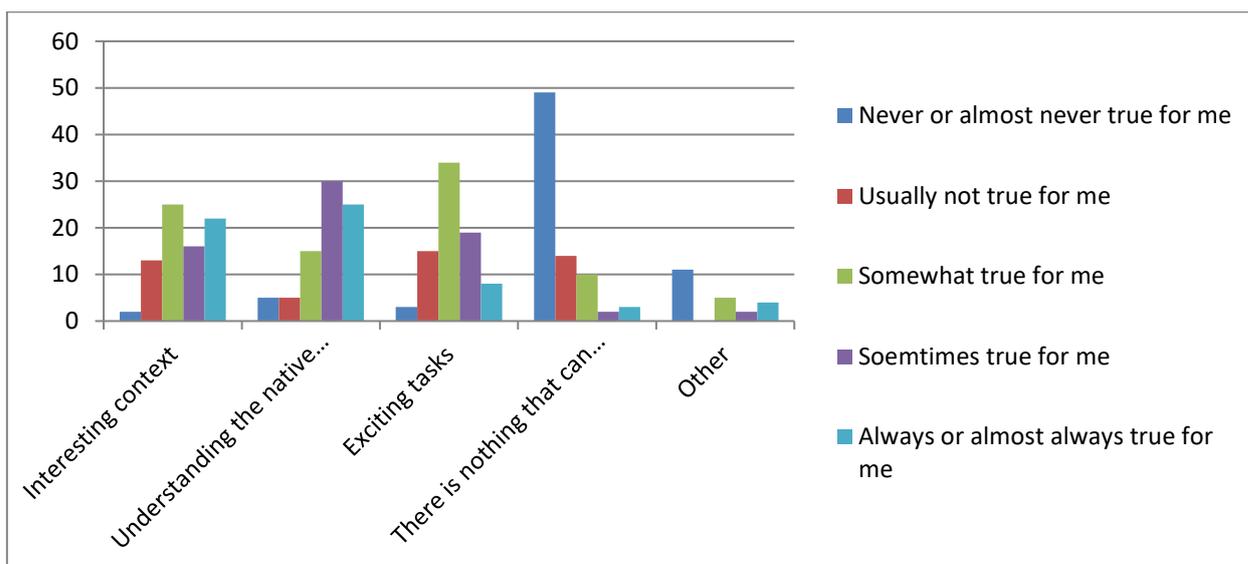
In order to get information about students' motivation for developing their listening skill the students were given 5 options: interesting context, understanding the native speakers, exciting tasks, there is nothing that can motivate me, other and five options for expressing agreement or disagreement depending on the opinions: never or almost never true for me, usually not true for me, somewhat true for me, sometimes true for me and always or almost always true for me.

The most motivating thing according to the participants are interesting context and the understanding the native speakers with a total 47 answers. 25 people of 80 agreed with understanding the native speaker statement, and for 10 people it is not a motivation at all. It means that the majority of students want to develop their listening skill in order to understand a native speaker's speech. If a listening comprehension discusses an interesting topic, it should be chosen properly for the appropriate age and level, and the tasks to the listening tape is interesting as well, students are more likely to enjoy the listening comprehension. And not only to enjoy, but it can motivate them to develop their listening skill on their own, outside the school.

28 people of 80 mentioned that he or she can be motivated by interesting tasks, while 18 cannot and 34 gave neutral answers. In spite of the fact that 48 people from 80 said that there is something which can motivate them in developing their listening skill, there are still 5 people for whom none of these options are true and that there is nothing that can motivate them. Among the reasons for this was laziness, not having a talent for languages or interest, and difficulties with starting it.

A few participants chose the other option for this question, which means that they have something else that can motivate them, but they did not shared what it is.

Diagram 3.2.6.1 Students' motivation for developing listening skill



3.2.7 Students' Response for the Most Liked Listening Activity

The activity can help a lot in increasing the students' achievement and motivation in listening comprehension. As it was mentioned in the previous subpoint, if a listening task and the topic of the played tape is interesting, the student will do it with much more pleasure.

In order to get information about the most liked listening activity students were given 7 options: tick off, true or false, answer comprehension, filling the missing words, choose the correct answer, I just listen and do not need any exercises and I do not like any.

With 53 answers true or false activities become the most liked listening activity. It is obvious as their only task is to listen and find that special sentence in the tape. As they hear it, it is clear whether the sentence is true or false.

The second most liked activity is choose the correct answer. 51 people of 80 chose this option. Here the students have three or four options to choose from. It can be easy, just like the true or false activities, but if the given sentences are not the same as it is heard in the recording, it can be difficult for students to realise the sentence they need.

The third most liked activity is filling the missing words with 41 answers. This kind of activity requires concentration and attention on the text. It is not a

difficult kind of task, if it is not disturbed by background noises. In this case it is quite difficult to find the word we need and to understand them.

Less popular listening activity according to participants is tick off. In this kind of activity students have to tick off the picture, phrase or some kind of item which is connected to the text. This activity requires not only attention for little details but the whole text itself.

The least liked activity is answer comprehension. Only 14 people of 36 chose this activity as their favourite. In this kind of activity students' task is to answer to questions connected to the text. It is not easy as here it is necessary to understand the main points of the text.

3 people of 80 just listen and do not need any listening activity, and one person does not like any activities.

Diagram 3.2.7.1 Students' response for the most liked listening activity



In conclusion, half of the participants think that listening skill is one of the most difficult skills among the four as it requires a lot of attention, while the other half thinks that it is not. The majority of students think that listening tasks are rather useful and needed within the walls of an EFL classroom. A certain number of participants do not like listening tasks but it is not because understanding difficulties. The most common problem with what students can face is the fast speed speaking and background noises as for a language learner it is really hard to understand a native speaker. Not to give up because of these problems requires

motivation. The most motivating thing according to the participants are interesting context and understanding the native speakers. Besides listening to music and listening to native speaker's speech, the third most liked strategy for developing listening skill is watching films and serials with or without subtitles. The most liked activity within a classroom between the participants is true or false because students' only task is to listen and find that special sentence in the tape. As they hear it, it is clear whether the sentence is true or false.

CONCLUSION

Listening is an essential skill, present in most of the activities we make throughout our lives. We listen to a wide variety of things, for example; what someone says during a conversation, face to face or on the telephone; announcements giving information, at an airport or railway station; the weather forecast on the radio; a play on the radio; music; someone else's conversation ; a lecture; professional advice. In a nutshell listening can be found everywhere. But while listening, in each territory of our life we listen differently. We can distinguish seven types of listenings: extensive listening, intensive listening, comprehensive listening, emphatic listening, appreciative listening, critical listening and discriminative listening. In addition, not only the listening is what can be distinguished.

The listening process itself has two different type: one is the top-down listening process and the other is the bottom up listening process. Brown (2006) defines top-down processing as the process of “using our prior knowledge and experiences; we know certain things about certain topics and situations and use that information to understand”, on the other hand, bottom up processing refers to the process of “using the information we have about sounds, word meanings, and discourse markers like first, then and after that to assemble our understanding of what we read or hear one step at a time” (Brown, 2006). According to Nunan (2001) listening is a six-staged process, consisting of Hearing, Attending, Understanding, Remembering, Evaluating and Responding. Referring to the stages of listening there are three stages: pre-listening, while listening and post-listening. This is the context of the first chapter.

In the second chapter teaching listening is expounded. Listening comprehension started to gain attention only in the recent years. In spite of the fact that there are different methods for teaching listening, the success of each perspective depends on minimizing the listening comprehension problems experienced by language learners and by mean of the way, which is chosen by the teacher for completing the presenting of the material. Some problems can be lack

of prior knowledge, lack of motivation or attention, the content, problems connected to the speaker, problems connected to the setting. Other problems can occur with the chosen listening tape. It is very important to choose the appropriate topic for the age and for the level of our students. In this chapter some exercises are shown for students learning English as a foreign language with elementary and intermediate level.

These tasks, which was mentioned in this chapter are examples of the diversity of topics and tasks what can be used in an EFL classroom. Teachers should be careful with the topic and the progress of the listening comprehension as well. During completing the listening tasks teachers and students as well can face with problems which should be solved. Teaching listening comprehension is not an easy thing to do, but with great competence teachers can succeeded in this kind of skill developing.

In the third chapter the results of my research are shown. I tried to figure out the attitudes towards the listening skill, tasks and the students listening improving techniques with elementary intermediate, and advanced level of English language speaking. In this research 80 people were considered. The questionnaire consisted of fifteen questions. The first four questions were dealing with personal information of the questionees, like gender, age, level of English and the time since they have been learning English. The other eleven was designed to get information from the participants about their listening strategies, attitudes towards listening skill and listening comprehension, and what kind of motivation for developing their listening skill do they have.

The results of my research were the following: half of the participants think that listening skill is one of the most difficult skills among the four as it requires a lot of attention, while the other half thinks that it is not. The majority of students think that listening tasks are rather useful and needed within the walls of an EFL classroom. A certain number of participants do not like listening tasks but it is not because understanding difficulties. The most common problem with what students can face is the fast speed speaking and background noises as for a language learner

it is really hard to understand a native speaker. Not to give up because of these problems requires motivation. The most motivating thing according to the participants are interesting context and understanding the native speakers. Besides listening to music and listening to native speaker's speech, the third most liked strategy for developing listening skill is watching films and serials with or without subtitles. The most liked activity within a classroom between the participants is true or false because students' only task is to listen and find that special sentence in the tape. As they hear it, it is clear whether the sentence is true or false.

As informations from the younger age group were hard to gather, the research is planned to be expanded.

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РЕЗІЮМЕ

Прослуховування - найважливіший навик, який присутній у більшості видів діяльності, яку ми робимо протягом свого життя. Ми слухаємо, наприклад, різноманітні речі; що хтось говорить під час розмови, віч-на-віч або по телефону; оголошення, що надають інформацію, в аеропорту чи залізничному вокзалі; прогноз погоди по радіо; п'єса на радіо; музика; чужа розмова; лекція; професійна порада. У двох словах прослуховування можна знайти скрізь. Але на кожній території нашого життя ми слухаємо по-різному. Ми можемо виділити сім типів прослуховувань: розширене прослуховування, інтенсивне прослуховування, всебічне прослуховування, емпатичне прослуховування, вдячне прослуховування, критичне прослуховування, дискримінаційне прослуховування. Під час прослуховування в кожному з цих типів ми слухаємо по-різному. Крім того, не тільки прослуховування то, що можна розрізнити.

Сам процес прослуховування має два різні типи: один - процес прослуховування зверху вниз, а другий - процес прослуховування знизу вгору. Браун (2006) визначає обробку зверху вниз як процес "використання наших попередніх знань та досвіду; ми знаємо певні речі з певних тем і ситуацій і використовуємо цю інформацію для розуміння ", з іншого боку, обробка знизу вгору означає процес" використання інформації, яку ми маємо про звуки, значення слів та маркери дискурсу, як спочатку, потім і після цього сформувані своє розуміння того, що ми читаємо чи чуємо один крок за часом." (Brown, 2006) . На думку Нунана (2001) прослуховування - це шестиетапний процес, що складається із слухання, відвідування, розуміння, запам'ятовування, оцінки та реагування. Ї три етапи прослуховування: попереднє прослуховування під час прослуховування та після прослуховування. Це контекст першої глави.

У другій главі викладається навчання слухання. Аудіювання почало привертати увагу лише в останні роки. Незважаючи на те, що існують різні методи навчання аудіювання, успіх кожної точки зору залежить від

мінімізації проблем аудіювання, що виникають з учнями вивчаючи мову та способом, який вибирає вчитель для завершення подання матеріалу. Деякі проблеми можуть бути відсутністю попередніх знань, відсутністю мотивації чи уваги, змістом, проблемами, пов'язаними зі доповідачем, проблемами, пов'язаними з налаштування. Інші проблеми можуть виникнути з обраною стрічкою для прослуховування. Дуже важливо вибрати відповідну тему для віку та рівня наших студентів. У цьому розділі показано деякі вправи для студентів, які вивчають англійську мову як іноземну з елементарним та середнім рівнем.

Ці завдання, про які згадується в цьому розділі, є прикладами розмаїття тем і завдань, які можуть бути використані в класі англійська як іноземна мова. Вчителі мають бути обережними з темою та прогресом аудіювання. Під час виконання завдань прослухання вчителі та студенти можуть зіткнутися з проблемами, які повинні бути вирішені. Викладання прослуховування не є легкою справою, але з великою компетентністю вчителі можуть успішно в цьому виді майстерності розвиватися.

У третьому розділі показані результати мого дослідження. Я спробував з'ясувати ставлення до навичок аудіювання, завдань та удосконалення прийомів слухання учнів з елементарним середнім та прогресивним рівнем володіння англійською мовою. У цьому дослідженні брали участь 80 людей. Анкета складалася з п'ятнадцяти питань. Перші чотири запитання стосувались особистої інформації допитуваних, таких як стать, вік, рівень англійської мови та час, від коли вони починали вивчати англійську мову. Інші одинадцять питань були розроблені для отримання інформації від учасників про їхні стратегії прослуховування, ставлення до навички прослуховування та розуміння прослуховування, та про те, яку мотивацію для розвитку своєї навички прослуховування вони мають.

Результати мого дослідження були наступними: половина учасників вважає, що навичка слухання є однією з найскладніших навичок серед чотирьох, оскільки вона вимагає великої уваги, тоді як інша половина

вважає, що це не так. Більшість студентів вважають, що завдання з аудіювання досить корисні та потрібні в стінах класу англійська, як іноземна мова. Певна кількість учасників не любить завдання аудіювання, але це не за труднощів з розумінням. Найпоширенішою проблемою, з якою можуть зіткнутися студенти, є швидкі розмови та фонові звуки, оскільки для вивчаючої мови справді важко зрозуміти носія мови. Щоб не здаватися через ці проблеми, потрібна мотивація. На думку учасників, найбільш мотивуючим є цікавий контекст та розуміння носіїв мови. Окрім прослуховування музики та прослуховування мови носія мови, третьою найбільш улюбленою стратегією розвитку навичок прослуховування є перегляд фільмів та серіалів із субтитрами або без них. Найулюбленіша діяльність у класі між учасниками - це правда чи брехня, оскільки єдине завдання студентів - прослухати та знайти це спеціальне речення у стрічці. Почувши це, стає зрозумілим, чи є вирок правдою чи брехною.

APPENDIX 1

Questionnaire to my research for the bachelor's thesis

My name is Boglárka Bajusz. I am studying at Ferenc Rákóczi II Transcarpathian Hungarian College of Higher Education. This questionnaire serves as a research for my bachelor's thesis "Listening strategies and their applications in EFL classroom." I try to figure out the attitudes towards the listening skill and listening tasks and the students' listening improving techniques with elementary and intermediate level of English language speaking. This questionnaire is ANONYMUS. The questionnaire takes 10-15 minutes.

Thank you very much for your help!

A nevem Bajusz Boglárka és a II. Rákóczi Ferenc Kárpátaljai Magyar Főiskola diákja vagyok. Ez a kérdőív a szakdolgozatom kutatás részéhez szükséges. A diákok hallás utáni feladatokhoz való hozzáállását kutatom, illetve a stratégiákat amivel fejleszteni próbálják a hallás utáni megértésüket, alap, középfokú, és felsőfokú nyelvtudással rendelkező beszélők között. A kérdőív ANONÍM. 10-15 percet vesz igénybe.

Köszönöm a segítséget!

I. Personal information: / Személyes információk:

1. Gender:/Nem:

a) male/férfi

b) female/nő

2. Age:/Kor:

.....

3. How long have you been studying English?/Mióta tanulod az angol nyelvet?

.....

4. What do you think, what is your level in English?/Saját véleménye szerint milyen szinten van angolból?

1. A2-kezdőfok
2. B1-alapfok
3. B2-középfok
4. C1-felsőfok
5. C2-mesterfok

II. Attitude towards listening skill and listening tasks./A halláskészség és hallás utáni feladatokhoz való hozzáállás.

1. Answer the questions and write the answers (1, 2, 3, 4 or 5) telling how these statements are true for you. Put an X to the answer you agree. /Válaszoljon a kérdésekre és tüntesse fel válaszait (1, 2, 3, 4 or 5) annak függvényében mennyire igazak az állítások. Tegyen egy X jelet a válaszhoz, amelyekkel egyetért.

1.Never or almost never true for me/Soha vagy majdnem soha nem igaz rám

2.Usually not true for me/Általában nem igaz rám

3.Somewhat true for me/Némiképp igaz rám

4.Sometimes true for me/Általában igaz rám

5.Always or almost always true for me/Mindig vagy majdnem mindig igaz rám

| | Never or almost never true for me | Usually not true for me | Somewhat true for me | Sometimes true for me | Always or almost always true for me |
|---|-----------------------------------|-------------------------|----------------------|-----------------------|-------------------------------------|
| I think listening skill is one of the most difficult among the four skills/Szerintem a halláskészség a legnehezebb a négy készség közül | | | | | |
| I think listening is the most important skill/Úgy gondolom a halláskészség a | | | | | |

| | | | | | |
|---|--|--|--|--|--|
| legfontosabb készség | | | | | |
| I think there is no need of listening skill and listening tasks/Szerintem nincs szükség a halláskészségre és hallás utáni feladatokra | | | | | |
| I think listening tasks can develop my understanding/Úgy gondolom a hallás utáni feladatok fejlesztik a megértésemet | | | | | |
| I like listening tasks/Szeretem a hallás utáni feladatokat | | | | | |
| I find listening tasks boring/Unalmasnak találom a hallás utáni feladatokat | | | | | |
| I don't like listening tasks because I don't understand the text/Nem szeretem a hallás utáni feladatokat mert nem értem a szöveget | | | | | |
| I find listening tasks interesting/Érdekesnek találom a hallás utáni feladatokat | | | | | |
| I don't have difficulties with listening tasks/Nincsenek nehézségeim a hallás utáni feladatok kapcsán | | | | | |
| I just don't care about listening tasks at all/Nem érdekelnek a hallás utáni feladatok egyáltalán | | | | | |

2.What are my strategies for developing my listening skills? Please circle the answer which is true for you. You can choose more than one answer. If you choose number 5 please write a reason near the answer. / Mik a stratégiáim a halláskészségem fejlesztésére? Kérem, karikázza be a választ ami igaz Önre. Több

válaszlehetőség is megadható. Ha az 5 számú lehetőséget választja, akkor kérem magyarázza meg miért.

1. I listen to music/Zenét hallgatok

2. I listen to audiobooks/Hangoskönyveket hallgatok

3. I listen to native speaker's speech/Anyanyelvi beszélők beszédét hallgatom

4. I do listening tasks in school and that's all/Az iskolában hallás utáni feladatokat csinállok és kész

5. I watch English movies and series with subtitles/Felirattal nézek angol filmeket és sorozatokat

6. I watch English movies and series without subtitles/Felirat nélkül nézek angol filmeket és sorozatokat

5. I do nothing to improve my listening skills/Semmit sem csinállok, hogy fejlesszem a halláskészségem

because/mert:.....

6. Other:/más:.....

3. If you listen to music or audiobook, do you watch lyrics or read the text to them?/Ha zenét vagy hangoskönyveket hallgat, néz-e hozzá szöveget?

1. Yes, in English/ Igen, angolul

2. Yes, in Hungarian/Igen, magyarul

3. No/Nem

4. If you watch English movies and series with subtitles, in which language do you watch them?/Ha Ön felirattal néz angol filmeket és sorozatokat, milyen nyelven?

1. Hungarian/Magyar

2. English/Angol

3. Other/Egyéb.....

5. Which genre do you prefer when watching something in English?/ Milyen műfajt preferál ha angolul néz valamit?

1. Animation/Mese

2. Drama/Dráma

3. Sitcom/szituációs vígjáték

4. Documentaries/dokumentumfilmek

5. Cooking shows/főzőműsorok

6. Thriller/krími, rémregény

7. Sci-fi

8. Horror

6. While listening, you often.../Amikor a halláskészségét fejleszti, Ön általában...

1. Try to listen to every word/minden szót próbál meghallani és értelmezni

2. Only listen to keywords/csak a kulcsszavakat próbálja meghallani

3. Listen to the text more times to understand it/többször is meghallgatja a szöveget, hogy megértse

4. Do not listen consciously/nem hallgat tudatosan

7. What makes listening tasks difficult for you, if it is so? Please circle the answer which is true for you./Mi okozza az ön számára a nehézséget a hallás utáni feladatok elvégzésekor, ha van nehézsége? Kérem karikázza be azt a választ, mely igaz önre nézve!

1. The text is full of unfamiliar words/A szöveg tele van ismeretlen szavakkal

2.Limited practise time in the class/Túl kevés az idő a feladat elvégzésére

3.Bad quality of the DVD or CD player/A DVD vagy CD lejátszó rossz minősége

4.Fast speed speaking/ Túl gyorsan beszélnek

5.Background noises disturbing the speech/Háttérzajok zavarják meg a beszédet

6.Other/más.....

7. It is not difficult for me/ nem okoz nehezséget számomra

8. How often do you have difficulties with listening comprehension?/ Milyen gyakran ütközik Ön nehézségekbe?

1. Always/Mindig

2. Often/Gyakran

3. Rarely/Ritkán

4. Never/soha

9. What motivates you the most to improve your listening skills? Answer the questions and write the answers (1, 2, 3, 4 or 5) telling how these statements are true for you. Put an X to the answer you agree./Mi motivál a legjobban a halláskészség fejlesztésére? Válaszoljon a kérdésekre és tüntesse fel válaszait (1, 2, 3, 4 or 5) annak függvényében mennyire igazak az állítások. Tegyen egy X jelet a válaszhoz, amelyikkel egyetért.

1. Never or almost never true for me/Soha vagy majdnem soha nem igaz rám

2. Usually not true for me/Általában nem igaz rám

3. Somewhat true for me/Némiképp igaz rám

4. Sometimes true for me/Általában igaz rám

5. Always or almost always true for me/Mindig vagy majdnem mindig igaz rám

| | Never or almost never true for me | Usually not true for me | Somewhat true for me | Sometimes true for me | Always or almost always true for me |
|--|-----------------------------------|-------------------------|----------------------|-----------------------|-------------------------------------|
| Interesting context/Érdekes tartalom | | | | | |
| Understanding the native speakers/Az anyanyelvi beszélők megértése | | | | | |
| Exciting tasks/Érdekes feladatok | | | | | |
| There is nothing which can motivate me/Nincs semmi ami motiválni tudna | | | | | |
| Other/más:..... | | | | | |

10. If there is nothing that can motivate you, why is it so?/ Ha nincs semmi ami motiválhatná Önt, mi ennek az oka?

.....

11. What listening activities you like the best? Please circle the answer which is true for you./Melyik hallás utáni feladatok tetszenek a legjobban? Kérem, karikázza be a választ, ami igaz Önre.

1. Tick off (phrases/pictures/items) / Megjelölés
2. Choose the correct answer/Válassza ki a helyes választ
3. Filling the missing words/phrases/ Pótolja be a hiányzó szavakat/kifejezéseket
4. Answer comprehension questions/ Adjon választ a kérdésekre

5. True or false/ Igaz vs hamis

6. Other/más:.....

Завідувачу кафедри

Берегасі Аніко Ференцівна

здобувача вищої освіти

Баюс Богларка Тіборівна,

англійська мова і література, IV/8

(ПШБ студента, спеціальність, курс)

ЗАЯВА

З правилами чинного Положення «Про академічну доброчесність в Закарпатському угорському інституті імені Ф. Ракоці II» від «30» серпня 2019 року, згідно з яким виявлення плагіату є підставою для відмови в допуску роботи до захисту і застосування заходів дисциплінарної та академічної відповідальності, ознайомлений(а).

Про використання Системи виявлення текстових збігів/ідентичності/ схожості в роботах здобувачів вищої освіти повідомлений(а) та надаю свою згоду на обробку та збереження моєї роботи в Базі даних Інституту. Також надаю ЗУІ право на передачу моєї роботи для обробки та збереження в Системі виявлення текстових збігів/ідентичності/схожості та використання роботи для виявлення плагіату в інших роботах, які завантажувалися/завантажуються для перевірки Системою виявлення текстових збігів/ідентичності/схожості та користувачами, які мають доступ до цієї Системи, виключно в обмежених цілях для виявлення плагіату в текстах робіт.

Робота для перевірки Інституту надається в друкованому та електронному варіанті. Електронна версія моєї роботи збігається (ідентична) з друкованою.

28.05.2021

Дата



Підпис

Beregszászi Anikó

tanszékvezetőnek

Bajusz Boglárka,

angol nyelv és irodalom, IV/8

(hallgató teljes neve, szak, évfolyam)

NYILATKOZAT

A II. Rákoczi Ferenc Kárpátaljai Magyar Főiskola 2019. augusztus 30-án kelt tudományetikai szabályzatának pontjaival, amelyek szerint plágium felfedezése esetén a diplomamunka nincs védelemhez engedve, megismerkedtem.

Tájékoztatást kaptam a plágiumszűrő rendszer használatáról, hozzájárulok a munkám ellenőrzéséhez és tárolásához az intézményi adatbázisban. Felhatalmazom az intézményt, hogy a munkámat ellenőrzés után felhasználhassák a plágiumszűrő program működésénél a további munkák ellenőrzésének folyamatában.

A munkát ellenőrzés céljából elektronikusan és nyomtatott formában is benyújtottam az intézménynek. Munkám elektronikus változata azonos a nyomtatott példánnyal.

2021.05.28

Dátum



Aláírás