

UNIVERSITY OF TARTU
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**ENHANCING LEARNERS' LISTENING SKILL BY CREATING
STUDY MATERIALS TO ACCOMPANY *I LOVE ENGLISH 6*
COURSE MATERIALS**

MA thesis

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ABSTRACT

Listening is a receptive skill and spoken language, with background sounds, visual information, previous understandings and the specific situation altogether form listening. Because of all those factors, listening is not a passive process where the listener just registers the aural message, but an active process where numerous aspects all play an important role. (Schmitt 2010)

It is this author's firm belief that listening skill in learning English is extremely important and that the subject has not had enough recognition as it should. Thus, the purpose of this MA thesis is to delve into listening in language learning by outlining the importance of it in foreign language comprehension and examining listening sub-skills.

The thesis is divided into four main parts: the introduction, two core chapters and the conclusion. The introduction gives the definition of listening and explains what learners should comprehend by the end of basic school as well as outlines the ways people process information. The first chapter provides an overview why listening is important in foreign language acquisition, what to consider when creating listening tasks and insight into previously compiled listening strategies and sub-skills. Furthermore, a list of listening sub-skills is suggested that the author of this thesis derived from the data gathered and that develop form 8 students' listening comprehension.

The second chapter presents the empirical part of this thesis. It provides an analysis of *I Love English 6* (Kurm and Soolepp 2017) listening materials based on the proposed listening sub-skills and offers four additional listening activities with descriptions of pre-, while- and post-listening tasks the author of this paper has composed. In addition, the chapter includes the feedback to those tasks from the author's colleagues. The summary of the results is presented in the conclusion.

LIST OF ABBREVIATIONS

CEFR – Common European Framework of Reference for Languages

EFL – English as a foreign language

L2 – foreign language

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INTRODUCTION

“To place speaking before listening /.../ is to ‘put the cart before the horse’” (Vandergrift 1999: 169). Vandergrift’s (1999) statement aptly indicates that without sufficient listening ability, speaking would not be possible. However, foreign language learners are often expected to be able to speak adequately having sometimes only minimal exposure to listening. Rezaei and Hashim (2013) also admit that listening skill is important in foreign language acquisition and competence, but because of its complicated nature, listening receives less attention than other skills.

Like seeing, watching and looking have different meanings, so do hearing and listening. Hearing is a one of our senses and is essential to awareness as well as provides a foundation for listening (Rost 2011). The main distinction between hearing and listening is that listening expects an intentional focus or attention that can be considered as an involvement with the surrounding (Rost 2011). In his book, Rost (2011: 2-3) list the four definitions of listening he has encountered the most – “receptive (receiving what the speaker actually says), constructive (constructing and representing meaning), collaborative (negotiating meaning with the speaker and responding) and transformative listening (creating meaning through involvement, imagination and empathy)”. However, “limited capacity” (Rost 2011: 20) and attention selectiveness greatly influence listening capability. Moreover, Rost (2011) emphasises that listening includes both verbal and non-verbal cues and having an extra input in the form of visual stimuli helps to interpret information much quicker than by auditory alone, because more receptors are being activated and students are more engaged with the topic. In addition, not only can visual information increase lexical input, but also alter, replace or contradict it (Rost 2011; Van Duzer 1997).

With the rapid progress of technology, teachers do have a lot more possibilities to use different kinds of methods and extra materials when teaching. Joseph and Baskaran (2011) explain that videos, films and TV programmes play an important role in our everyday life; therefore, it would be useful to integrate them to teaching as well. Using audiovisual programmes can enhance students comprehension of the foreign language and give visual support when learning new words or phrases, or imagining conversations in different situation. Through films, videos and TV programmes students can learn how the native speakers talk, observe different usages of dialects, slang and idioms, but also how native speakers act in different situations, how they express their emotions and other cultural differences that may occur. (Joseph and Baskaran 2011; Rost 2011)

Van Duzer (1997) points out that listening can be challenging not only because of the complicated process itself but also because the listener, the speaker, the topic of the aural text and visuals all affect listening. All four element are tightly linked. For example, when the topic is interesting and known to the listener, he or she is more likely to be engaged with the conversation (Van Duzer 1997). The listener and the speaker have to have a synergy to enhance the listening comprehension – the speaker has to be able to convey his or her message in a way that it is understandable to the listener and in turn the listener has the option to ask additional clarifying questions when necessary (Van Duzer 1997). Moreover, Richards (1983) claims that the meaning behind the message is constructed mutually and both parties add some information.

In their article Gilakjani and Sabouri (2016) describe the three ways people process information – bottom-up processing, top-down processing and interactive processing. Bottom-up processing indicates that the meaning of the message is interpreted through detailed information received from aural texts (Rezaei and Hashim 2013; Rost 2011; Van

Duzer 1997) and when students use top-down processing, they use their background knowledge or global understanding in order to make sense of the message (Rost 2011; Van Duzer 1997).

Gilakjani and Sabouri (2016) stress that interactive processing is what gives the most results in the long run, because it combines both the top-down and bottom-up listening processes. Although Schmitt (2010) does not mention interactive processing as one of the ways students process information, he emphasises that in order to master listening comprehension, listener has to use both the top-down and bottom-up processes and link the received informations obtained from those processes. Schmitt (2010) sees bottom-up processing as fundamental in listening competence because without basic understanding of the language people are unable to comprehend it. Thus, students are naturally more inclined to use bottom-up approach when completing the listening tasks (Çakır 2018). However, Rost (2011: 52) has pointed out that bottom-up language processing is only “a tool” to use instead of an aim for comprehension.

The author of this paper agrees with previously mentioned authors and, although, recent Maatee’s (2019) thesis sheds some light on listening skill in foreign language learning, the topic has had less exposure than some other subjects. Thus, the main purpose of this thesis is to analyse *I Love English 6* (Kurm and Soolepp 2017) listening materials and provide some additional materials with suitable pre- and post-activities to enhance students’ listening skill, and thus, their interest in the foreign language as a whole.

The thesis takes into consideration the National Curricula for Estonian Basic Schools (Ministry of Education and Research 2014) that states that language instruction focuses on developing learners’ communication competence. By the end of basic school students’ listening proficiency should be on level B1.2 and they should be able to

communicate freely with native speaker of the target language, understand information about everyday, study- or work-related topics, identify both gist and details, watch films and TV programmes, and listen to the radio (Council of Europe 2020; Ministry of Education and Research 2014).

The current thesis consists of two main chapters. The first focuses on literate review based on relevant research papers and articles and is divided into four subchapters. Those subchapters encompass the importance of listening in foreign language learning, the difficulties students encounter as well as overview of listening tasks and activities, and listening strategies and sub-skills. The second chapter contains the empirical part of this paper. It includes the description of the methodology derived from the literature overview, evaluation of *I Love English 6* (Kurm and Soolepp 2017) listening materials and the additional pre-, while- and post-listening activities. Majority of those tasks provide a visual input as well. In addition, the last subchapter includes feedback to the proposed tasks and activities from fellow English teachers.

1. LISTENING COMPREHENSION IN FOREIGN LANGUAGE

Listening is one of four basic language skills with reading, writing and speaking that students need to learn in order to become proficient language users. Listening competence is achieved through appropriate tasks and activities that focus on teaching different listening sub-skills. Çakır (2018: 168) states “that developing learners’ listening comprehension has a crucial impact for learners’ on gaining self-esteem particularly in the functional use of the language”.

The current chapter will focus on the importance of listening and what kind of difficulties may arise with listening tasks. There is also an overview in regards of what to keep in mind when compiling listening tasks and activities as well as an analysis of listening strategies and sub-skills, placing emphasis on the latter.

1.1 Importance of Listening in Language Learning

In his article Rost (2014: 132) states that “second language interactions [are] commonplace” due to travel, business, international studies, multilingual families and globalization in general. Ability to communicate with speakers of other languages gives a person an advantage and can give insight regarding themselves and their culture (Rost 2014). Han (2004) points out that in addition to effort and skill in learning a foreign language, listening involves certain mindset that some students cannot achieve even after an extended period of time (cited in Rost 2014). Thus, to improve students proficiency, students should get plenty of opportunities to develop their listening skill. Furthermore, Gilakjani and Sabouri (2016) gather that when students are given those opportunities, they

become independent learners and can themselves use listening as a means of learning the language.

In his study, Çakır (2018) points out that listening is essential to speaking; therefore, when students are given appropriate listening tasks their speaking skill will develop as well. However, when students feel inadequate in their oral language skill, their level of listening competence is also usually low (Ridgway 2000 cited in Çakır 2018).

Sufficient vocabulary is certainly tightly related to listening comprehension and Çakır's (2018) study conducted among Turkish teachers revealed that the listening activities help students with correct pronunciation and use of the language, expose them to the target language and in the end lead to improved listening comprehension capability.

1.2 Difficulties in L2 Listening

A lot of authors point out that most of the tasks and exercises are assessed by the number of correct answers given and listening tasks do not differ in that regard (Field 1998). Field (1998) also claims that the tasks provided by the teachers are more product than process oriented. Those kind of tasks do not demonstrate how students came up with the answer and it could have been just an "inspired guess" (Field 1998: 111) derived from listening to a certain word or phrase. Although Field's (1998) assertions hold true, it can be quite time consuming to compile and carry out process oriented listening tasks considering the limited number of lessons in basic schools and the teacher's already existing workload.

Listening tasks can be stressful for students who only encounter the foreign language in a classroom and when there is an added pressure of a testing situation, students motivation can decrease. Thus, listening tasks should not be a means of testing but a

feedback to students on their progress and grasp of the target language in order not to put extra stress or worry on students when learning a foreign language (Gilakjani and Sabouri 2016; Rost 2014; Chang and Read 2006).

Furthermore, a lot of listening activities do not offer any additional support (Chang and Read 2006). For example, usually the visual component is missing. Chang and Read (2006) state that when the topic is unknown to students and texts can be listened to maybe less times than it takes students to fully understand the text and complete the listening task, the listening process can be quite frustrating, especially in stressful test taking situations.

Another complication with listening involves the aural texts and their quality. Çakır's (2018) analysis on the listening texts being too fast for the non-native speakers to be understood, can be expanded with Chang and Read's (2006) notion that background noise, quality of the tape, echo and volume may affect listeners' ability to understand the aural texts. The most logical solution is to play the tape multiple times because doing so not only gives students the chance to overcome previously mentioned obstacles (Chang and Read 2006) but gives listeners' more time for processing and dealing with attention gaps that according to Rost (2011) occur while listening. However, to successfully use the listening materials and tasks, teachers need to have proper resources – means to show videos and play tapes.

Çakır's (2018) findings with Rost's (2014) assessment state that when the texts provided are not appropriate and interesting, when students lack the necessary vocabulary or background knowledge, the listening tasks lose their objective.

In conclusion, the sub-chapter gave a list of the factors to consider when implementing listening tasks in the classroom. However, “proficiency on L2 listening is

certainly not gained overnight” (Rost 2014: 143), the skill requires constant repetition, revision and practise.

1.3 Listening Task and Activities

Field (1998) expresses the conviction that even though listening is more learner oriented, subject matter, structure and tasks have stayed the same. In current years, planning lessons based on students’ needs has remained actual and with the technological advancements, there are a lot more opportunities to use versatile listening activities. Field’s (1998) claim that listening done in classroom should portray real life listening as closely as possible, stands today as well.

When choosing listening tasks and activities, Van Duzer (1997) states that to motivate students to listen, listening should be interesting and have a purpose. Çakir (2018) and Van Duzer (1997) suggest choosing authentic materials when possible and using different types of tasks to give students opportunities to improve their listening strategies and capture learners’ attention – those tasks should teach and not test. Field (1998) and Richards (1983) agree with Çakir (2018) and Van Duzer (1997) pointing out that authentic materials demonstrate the everyday use of the language with its pauses, repetitions, hesitations, fillers etc. Field (1998) also deems necessary to include authentic listening materials along with scripted texts early on in the learning process, contrary to Rost (2014) and Gilakjani and Sabouri (2016) who believe that gradually, with the improvement of students language, the listening texts should advance in complexity and from non-native speakers to native speakers.

Another aspect to consider when selecting or compiling listening tasks is that they should develop students' listening competence and not their memory (Van Duzer 1997; Richards 1983). Those task should be explained beforehand, thus, giving students clear understanding of the purpose of the listening (Field 1998).

Gilakjani and Sabouri (2016) explain that the listening tasks should always be accompanied with writing tasks based on the listening and those written tasks should be provided beforehand. In regards of having the chance to see the questions accompanying the listening texts, Chang and Read (2006) claim that on the one hand it can be beneficial to students because it may activate listeners' awareness; however, on the other hand, reading the questions beforehand may divert students' attention from the actual listening when listening is the main purpose. Not only do Gilakjani and Sabouri (2016) and Rost (2014), who believe students should have access to the written task ahead of the listening, emphasise that it is important in reducing students' stress, but also Chang and Read (2006) consider listeners' access to the written task beforehand psychologically helpful and anxiety-reducing.

Çakır (2018) rightly admits that EFL coursebooks more or less provide the teacher with ready-made guidelines created by experts and even though they include various types of tasks and activities, some coursebooks have limited content and application. Thus, “/.../ [the] teacher shouldn't be someone who just adopts a material but evaluates, adapts or develops material when necessary” (Çakır 2018: 156) especially when majority of the coursebooks listening tasks are aimed at providing the right or wrong answer.

Chang and Read (2006) state the importance of pre-listening activities that can give students background knowledge, help them to direct their attention and “can provide a context for interpretation” (Chang and Read 2006: 376) because students usually get very

little exposure to the foreign language, especially to the spoken language. Thus, it is important to provide listeners with additional support to steer them in the right direction for them to realize their potential and achieve results rather than let students listen to the texts aimlessly (Chang and Read 2006). Although Field (1998) also considers pre-listening activities to be important, he proposes that the pre-listening task should be more concise and no longer than five minutes, thus, leaving more time for the listening itself and for the post-listening task.

In his book Rost (2011) expresses the same conviction that background knowledge is extremely important because comprehending a language needs additional information no matter if it comes in the form of a previous familiarity with the topic or having the chance to go over the main points of the aural text beforehand. According to Rost (2014: 137) whenever students listen to something “inevitable auditory lapses /.../ will occur”. However, when the listener has background knowledge, sees the bigger picture, he or she can guess what was said, ignore or skip the unclear section, substitute the missing part or simplify the overall section not fully understood, and thus, still have acceptable comprehension (Rost 2014). Richards (1983) classifies the background knowledge as having a ‘script’ that helps to fill in the missing gaps that may occur in aural texts due to the nature of the utterances.

Vandergrift and Goh (2012) “suggest that there are three types of listening instructions: text-oriented, communication-oriented and learner-oriented” (cited in Çakır 2018: 156). The first includes tasks like gap filling exercises (cloze-type tasks) and reading aloud. In the second, the tasks are based on authentic listening materials and the third, learner-oriented listening, contains tasks that develop students’ listening skill and “metacognitive strategies” (Vandergrift 2003 cited in Çakır 2018:156).

1.4 Listening Strategies vs Sub-Skills

Teachers may not distinguish between listening strategies and sub-skills when compiling lesson plans and preparing listening tasks. However, there are important differences between them.

Field (1998) characterizes sub-skills as follows:

Subskills are seen as competencies which native listeners possess and which non-natives need to acquire /.../. They involve mastering the auditory phonetics, the word-identification techniques, the patterns of reference, and the distribution of information which occur in the target language. (Field 1998:117)

Strategies, on the other hand are tools which listeners use to understand the aural texts and complete the tasks given. With the improvement of students' listening ability, those tools are used less frequently. Furthermore, because listening strategies are being used in first language listening, they can be transferred over to foreign language learning with proper help and guidance. Some strategies, when mastered, can lead students to using the same listening methods the native speakers use. (Field 1998)

1.4.1 Listening Strategies

Chamot (1987: 71) defines learning strategies as “techniques, approaches, or deliberate actions that students take in order to facilitate the learning and recall of both linguistic and content area information” (cited in Schmitt 2010: 186). Schmitt (2010) considers listening strategies to be instinctive while listening in our first language and although in L2 listening students use the same strategies, they need to use it deliberately.

Learning strategies are generally divided into three categories: cognitive, meta-cognitive and social/affective strategies (Table 1). Students use cognitive strategies to understand what is said in aural texts and obtain information and knowledge. Those strategies include predicting and inferencing, elaboration, contextualization, imagery,

summarization, translation, repetition, transfer from other languages, deduction and fixation. Planning, monitoring comprehension, directing and selecting attention with evaluation are meta-cognitive listening strategies students use knowingly while listening. Social or affective strategies such as questioning, cooperation, anxiety reduction and relaxation, are strategies students use in interaction with other language speakers to cope with difficulties the listening activity may have. Proficient listeners, however, make use of all of those strategies according to the situation. (Schmitt 2010)

Cognitive	Meta-cognitive	Social/affective
<p>Predicting/Inferencing</p> <ul style="list-style-type: none"> • from the text • from the voice • from the body language • between discourse parts <p>Elaboration</p> <ul style="list-style-type: none"> • from personal experience • from world knowledge • from academic learning • from imagination <p>Contextualization</p> <p>Imagery</p> <p>Summarization</p> <ul style="list-style-type: none"> • mental • physical (notes) <p>Translation</p> <p>Repetition</p> <p>Transfer from other language(s)</p> <p>Deduction</p> <p>Fixation</p> <ul style="list-style-type: none"> • stopping to think about spelling • stopping to think about meaning • stopping to memorize 	<p>Planning</p> <ul style="list-style-type: none"> • advance organization • self-management <p>Comprehension monitoring</p> <ul style="list-style-type: none"> • confirming comprehension • identifying words not understood <p>Directed attention</p> <ul style="list-style-type: none"> • concentrating • persevering despite problems <p>Selective attention</p> <ul style="list-style-type: none"> • listening for familiar words • listening for the overall message • noticing the information structure • noticing repetition and reformulation • listening to specific parts <p>Evaluation</p> <ul style="list-style-type: none"> • checking interpretation against predictions • checking interpretation against knowledge • checking interpretation against context 	<p>Questioning (two-way tasks)</p> <ul style="list-style-type: none"> • asking for clarification • asking for repetition • using comprehension check <p>Cooperation</p> <ul style="list-style-type: none"> • working with other learners <p>Anxiety reduction</p> <ul style="list-style-type: none"> • encouraging yourself • comparing yourself with others • focusing on success <p>Relaxation</p> <ul style="list-style-type: none"> • using physical techniques • using visualization

Table 1. Listening strategies (Based on Goh 2002; Vandergrift 2003; and Kondo and Yang 2004 cited in Schmitt 2010: 187)

Because Maatee's (2019) paper describes listening strategies and how to employ those when teaching English to form 5 students, this thesis will not delve thoroughly into listening strategies. Nevertheless, the listening strategies play an important role in foreign language learning alongside with listening sub-skills.

1.4.2 Listening Sub-Skills

Field (1998) explains that we need to be cautious when using the term 'sub-skill', because it has become comprehensive and although he does not present his list of sub-skills in his article, he suggests that listening skill should be divided into three groups: types of listening, discourse features and techniques. Field (1998) also criticizes the authors of textbooks as well as teachers for not paying enough attention to integrating tasks into language learning that teach different listening sub-skills. He indicates that listening tasks often have misleading instructions, do not actually develop the sub-skill they should or do not give efficient practise (Field 1998).

The most detailed and extended listening taxonomy was compiled by Richards in 1983 (Appendix 1) and one of the most generalized classification of listening micro-skills was written by Rost (cited in Schmitt 2010) (Appendix 2). Richards (1983) groups the sub-skills into two main categories – conversational and academic listening – both having a list of micro-skills, with 33 and 18 sub-skills respectively (Appendix 1). Richards (1983) inclusive taxonomy has been the source and base for other taxonomies compiled and although those lists are considerably shorter, they all include more or less the same sub-skills or their generalizations (Appendix 3).

Phillips (2006) divides listening into three: basic comprehension, pragmatic understanding and connecting information. Each of those contain two sub-skills Phillips

(2006) considers important to master when planning on taking a TOEFL test. Basic comprehension includes understanding the gist and the details, pragmatic understanding consists of understanding the speaker's function or purpose and the speaker's stance or attitude, and when connecting information, students have to understand how the ideas are linked or organized and how different ideas are related (Phillips 2006).

Weir's (1993 cited in Buck 2001) list of sub-skills covers understanding direct, inferred and contributory meanings as well as the ability to take notes while listening. Those are divided into a more detailed list (see Appendix 3) and according to the author, that list is not exhaustive (Weir 1993 cited in Buck 2001). However, Weir (1993 cited in Buck 2001) does not consider his list of listening sub-skills as a taxonomy per se, but as a guide to use when developing listening tasks and tests.

Most of the taxonomies mentioned in this thesis are theoretical, meaning they are based on speculations and logic, not on any research. However, Barta's (2010), Rezaei and Hashim's (2013), and Goh and Aryadoust's (2015) lists of micro-skills have been tested or compiled based on previously carried out studies, so they can be said to have practical value.

The aim of Barta's (2010) research was to examine listening strategies and sub-skills test takers use and after a thorough process, she compiled a 27-item list of listening strategies and sub-skills. From those 27-items, seven are listening sub-skills. Those seven micro-skills improve language competence and are divided into three sub-groups: grammatical, discourse and sociolinguistic knowledge. The first one includes knowledge of phonological features, lexis, syntactic structures and oral punctuation – the basis for understanding the oral language. The second one contains understanding both the main idea as well as details of the aural text and the last encompasses making conclusions and

deductions. Those sub-skills help students to interpret what they hear and apply that knowledge in a required manner. (Barta 2010)

Rezaei and Hashim's (2013) list of listening micro-skills was compiled considering Iranian teachers opinion which listening sub-skills students use most frequently in EFL classes. Based on their gathered data, Rezaei and Hashim (2013) identified ten listening sub-skills lower level students use when carrying out listening tasks in their EFL classes. Those ten micro-skills include students' ability to listen for gist, details and key words, guess the meanings of unfamiliar words, understand cohesive devices and reduced forms of words, recognise functions of stress and intonation, discriminate between different sounds, recognise the topic, and make inferences and understanding the speaker's purpose.

Goh and Aryadoust's (2015) study determined that listening skill can be divided into five sub-skills – understanding and responding to unexpected statements and/or questions, understanding details and explicit information, making propositional and enabling inferences, and drawing conclusions. Thus, when creating or compiling listening tasks, the tasks should focus on developing the named sub-skills. Furthermore, according to Goh and Aryadoust (2015) listening comprehension is achieved when all the sub-skills are applied in unison.

Karakoc (2019) studied language learning books and based on the reading and listening tasks provided in them, compiled a taxonomy which shows the sub-skills reading and listening comprehension share and which are limited to each. And although reading and listening have many same sub-skills, Karakoc (2019: 168) found that “identifying an error in a transcription, predicting the end of the continuation of a message or history, perceiving individual sounds and listening to and ordering statements according to the message” are exclusive to listening.

Based on the studies and researches done on listening sub-skills, the following taxonomy was compiled by the author of this paper to help in achieving the aim of this thesis:

- listening for lexis and phonetics;
- listening for gist and global understanding;
- listening for detail;
- inferring attitude, feeling and mood;
- predicting and linking ideas.

The five micro-skills presented include those listed in various taxonomies addressed previously and are in accord with the international standards for listening comprehension (Council of Europe 2020).

The first three micro-skills are essential in foreign language learning and actually every listening tasks develops those sub-skills. However, when teaching the last two sub-skills, teachers should be flexible, because those sub-skills may be hard for form 8 students to comprehend. However, in real life listening situations, students need to use those micro-skills. Thus, it would be beneficial when they get the opportunity to practise those sub-skills as well.

Furthermore, when graduating basic school, students' L2 listening ability should be at least on B1.2 (B1+) level according to the Estonian National Curricula for Basic Schools (Ministry of Education and Research 2014). Therefore, logically at the end of form 8, students' foreign language skills should be on level A2+ or B1; or in some cases students language competence can be also on level A2, for example, when they have learning disabilities. Those five sub-skills proposed develop the required listening competence (CEFR levels in Appendix 4).

In conclusion, listening skill is an important skill to have in foreign language learning. Furthermore, listening competence is achieved through using different listening strategies and sub-skills and listening tasks and activities should try to practise as many of those as possible. The listening tasks chosen, compiled or developed should also be more process oriented than product oriented. In addition, visual input in listening task helps to understand the information quicker, learners are more engaged with the topic and audio-visual component enhances students' listening comprehension.

2. *I LOVE ENGLISH 6* (KURM AND SOOLEPP 2017) LISTENING MATERIALS AND RECOMMENDATIONS FOR ADDITIONAL ACTIVITIES

This chapter gives an overview of *I Love English 6* (Kurm and Soolepp 2017) listening materials, describes the four tasks the author of this thesis has compiled, with pre-, while- and post-listening activities to accompany the topics presented in the students' book, and peer evaluation of those tasks. In addition, a table was composed (Appendix 5) based on the listening tasks in *I Love English 6* (Kurm and Soolepp 2017) materials. The listening tasks in student's book and workbook were analysed.

The following taxonomy, as mentioned previously, was used when analysing *I Love English 6* (Kurm and Soolepp 2017) listening materials and when recommending addition tasks:

- listening for lexis and phonetics;
- listening for gist and global understanding;
- listening for detail;
- inferring attitude, feeling and mood;
- predicting and linking ideas.

2.1 Analysis of *I Love English 6* (Kurm and Soolepp 2017) Listening Materials

A lot of Estonian basic schools use *I love English* materials when teaching English. Those materials are compiled based on the Estonian National Curricula for Basic Schools (Ministry of Education and Research 2014) and they are designed to develop all four skills: reading, writing, listening and speaking. Nevertheless, the author of this thesis feels that the current listening tasks provided in the *I Love English 6* (Kurm and Soolepp 2017)

student's book and workbook do not prepare students for real life listening and English lessons could benefit from listening tasks that cover different listening sub-skills and in some cases have visual support. The analysis of *I Love English 6* (Kurm and Soolepp 2017) listening materials is mainly based on the author's own experience when teaching English. Although she has been a teacher for only three years, her observations coincide with other EFL teachers.

Type of task		No of tasks in student's book (percentage of all listening tasks)	No of tasks in workbook (percentage of all listening tasks)
Listen and chant		16 (37%)	
Listen to and read		8 (19%)	
Listen and repeat		3 (7%)	
Listen and check		12 (28%)	6 (27%)
Listen to statements		2 (5%)	
Listen to an example		1 (2%)	
Listen and complete the sentences			5 (22,5%)
Listen and match			1 (4,5%)
Listen and write			3 (14%)
Double tasks	Listen and read + listen and match	1 (2%)	
	Listen and tick the right answers + listen and complete the sentences		3 (14%)
	Listen and match + listen and tick the right answers		1 (4,5%)
	Listen and match + listen and complete the sentences		1 (4,5%)
	Listen and write + listen and repeat		1 (4,5%)
	Listen and put in order + listen and complete the sentences		1 (4,5%)
Σ		43 (100%)	22 (100%)

Table 2. Listening tasks in *I Love English 6* (Kurm and Soolepp 217) materials

The previous table (Table 2) presents the amount of tasks each type of listening task in *I Love English 6* (Kurm and Soolepp 2017) student's book and workbook has. The percentage of certain types of listening tasks in relation to the total number of listening tasks is provided in the brackets.

2.1.1 Student's Book

There are 225 exercises in the *I Love English 6* (Kurm and Soolepp 2017) student's book and 43 (19%) of those contain listening task (the figures are based on the exercise numbers written in the student's book and do not take into account sub-tasks one exercise may have). From those 43 listening tasks 16 (37%) are 'listen and chant' exercises that are at the beginning of the units. However, they are only included in the main units and do not feature in the revision units, 'Show what you know!'. Maatee (2019) claims that form 5 students benefit from 'listen and chant' activities because they help students feel more relaxed, boost students' confidence and make them more satisfied with their language skill. The chants can be good for students learning new words and phrases, revising grammar structures or to becoming accustomed to the rhythm of the language, word stress and pronunciation. However, some of the chants in *I Love English 6* (Kurm and Soolepp 2017) student's book do not accurately represent the spoken language, some passages are too fast and intonation and stress are unnatural, or the stress is put in the wrong place just to accommodate the tempo of the soundtrack. For example, the chants at the beginning of unit 4 (Kurm and Soolepp 2017: 25) and unit 13 (Kurm and Soolepp 2017: 80).

Furthermore, a lot of the chants are more like tongue twisters and students are not able to pronounce the words correctly and keep up with the fast tempo of the recording. Together with form 8 students being teenagers who seek approval and value their peers'

opinions, the chants provided in the students' book often do not serve their purpose. Although the chants can be listened and repeated twice, students may opt to not chant out loud or do it very quietly so other's do not hear them because they are not convinced they can perform the chants as they are voiced on the recording. That can lower students' confidence in their ability to speak English. For example, one of the harder ones to follow is the chant at the beginning of unit 17 (Kurm and Soolepp 2017: 103). Despite the chant being a good introduction to how to use 'should have' and 'shouldn't have', the chant is too fast and in order to keep up with it, students may instinctively drop the endings of some of the words.

However, there are some very good chants as well that the author of this paper thinks have the right tempo, introduce the following unit and give students the chance to listen and chant. Some of those are, for example, the chants at the beginning of unit 2 (Kurm and Soolepp 2017: 14), unit 8 (Kurm and Soolepp 2017: 50) and unit 9 (Kurm and Soolepp 2017: 56). Moreover, when given the time and opportunity to read and practise the chants beforehand or listen to them more than twice, students actually should be able to perform the chants adequately and thus, improve their pronunciation and learn new words, phrases and grammatical structures.

In addition to 'listen and chant' tasks that are meant to teach lexis and phonetics, the students' book has other exercises that concentrate on the same sub-skill. For example, 'listen to and read dialogues', 'listen to and read the text', 'listen and read', 'listen and repeat' etc. When most of those have the written form of the aural text students can follow, then one of the repeating task has pictures that illustrate what is being said (Kurm and Soolepp 2017: 14). There is also one task that instructs students to 'listen to the example' (Kurm and Soolepp 2017: 68).

‘Listen and check’ exercises are mostly additions to tasks that expect students to fill in gaps in sentences, match correct parts of sentences to form a meaningful statement or match the question with the suitable answer given. Thus, the listening part is maybe not the main objective because students may not be that involved in the listening process – they do not receive any new information, just review their answers. The tasks give an opportunity to listen to lexis and phonetics and give students validation that their answer is correct; however, more often than not, students might not listen to the whole text but only to the certain key words. For example, in gap filling exercise students might keep in mind which sentence is being read and if their answer is featured in that sentence. The meaning behind it or how it is uttered might not be that important to the students because in the first part of the task, when students need to think about the answer themselves, they already make those connections and the listening part may be of no importance.

However, there are some tasks in *I Love English 6* (Kurm and Soolepp 2017) that stand out. One of them is in unit 4, exercise 8 (Kurm and Soolepp 2017: 29) where students need to listen to 18 statements and have to say whether the sentence is about one painter or the other or it can be about both of them. The task is different from the other listening tasks in the student’s book because it checks how well students have paid attention to and understood the texts about the painters they had to read about earlier in the unit. In addition, they have to use previously gathered information and make connections with the sentences they listened to. The time between the sentences is not that long as to give students the chance to answer and the teacher must pause the recording; however, the task can be extended and the answers can be elaborated and explained. Thus, the task in itself needs students to listen for details but could be extended to make use of several listening and speaking sub-skills. For example, the teacher could ask why students think

the sentence describes the said artist or why could the statement not portray the other painter.

Another task is an exercise that includes two different listening texts (Kurm and Soolepp 2017: 64). The first, part a, expects students to listen to and read eight questions and the second, part b, gives students the opportunity to listen to the answers to the questions in part a. The answers are not written in the book and they are not in the same order as the questions. In addition to matching the answers with the questions, the instructions also indicate that students should take notes. Thus, the task differs from the other tasks featured in the book. Students have to be active listeners – know what questions were asked, listen to the answers for gist and details and also for lexis and phonetics (to be able to make notes), and be able to link the questions with the correct answers.

There is also one exercise that combines listening, checking and repeating – exercise 3 in unit 9 (Kurm and Soolepp 2017: 57). There are 18 words written using their phonetic symbols and after students have tried to pronounce them without any assistance, they can listen to the recording and check whether they were correct or not and repeat the words once again. In addition, one ‘listen and check’ task requires students to guess the order of four pictures to form a story and the aural text presents the short story (Kurm and Soolepp 2017: 74). Furthermore, the recording does not describe the pictures but just tells the story and students need to understand the gist of it to know whether or not their sequence of the pictures matches the story.

In conclusion, considering that *I Love English 6* (Kurm and Soolepp 2017) student’s book should provide tasks that help to improve all of the language comprehension skills, the amount of listening tasks is suitable. However, the listening tasks

mostly tend to concentrate on lexis and phonetics and the few that make use of other listening sub-skills are few and far between.

2.1.2 Workbook

About 12 per cent of *I Love English 6* (Kurm and Soolepp 2017) workbook's exercises focus on developing students' listening skill. Similarly to the student's book, the number of listening tasks and tasks all together do not take into account sub-tasks that many of the exercises may have. Similarly to *I Love English 4* (Maatee 2019), *I love English 6* (Kurm and Soolepp 2017) workbook's tasks use more product oriented approach than process oriented and when student's book's listening recordings are mostly meant to be listened once, then majority of workbook's tasks should be listened to at least twice. Moreover, some exercises even instruct to listen to the text again, mainly because the exercise consists of two different sub-tasks.

When a lot of the student's book's listening tasks were oriented to improving students' lexis and phonetic, then most of the workbook's listening tasks expect students to listen for details. For example, there are a lot of exercises where students have to fill in gaps or write the correct ending to the sentences given.

Another big group of listening tasks in the workbook provide a list of statements and expect students to tick the ones that are right or true. However, they can be seen as tasks that use listening for gist and details, more often than not students might listen for certain key words and make an educated guess as to what the answer should be.

One group of listening tasks is the matching exercises. Those mostly include matching a speaker and something they say and students are expected to understand the

gist or details about the speaker's utterances. However, similarly to ticking the right answers, the matching exercises can be completed when listening for certain key words.

Although the matching and the ticking exercises have some shortcomings, they provide the opportunity to read the sentences and statements beforehand and according to Gilakjani and Sabouri (2016), Rost (2014), and Chang and Read (2006) that reduces students' anxiety and helps them to follow the listening text more comfortably. However, one of the matching exercises has three pictures and students have to write the letter of the picture after the number of the sentence that describes that certain picture and expects students to listen for details (Kurm and Soolepp 2017: 28). Between the statements there is not enough time for students to analyse or compare the pictures, to make the right choice and because the pictures are quite similar, students may not be able to keep up with the task. Moreover, they might get stuck thinking about the last description and try to match it with the right picture. The constant overflow of information can overwhelm students and they may give up on completing the exercise altogether, or write a random answer. In real life situations, when listening to someone describing a picture, the listener can ask the speaker to repeat themselves or clarify what they mean. Thus, the author of this paper feels that the structure of this listening task does not help students to improve their listening skill.

There are number of exercises that want students to 'listen and check' the answers they have already written. They include gap filling exercises and grouping tasks (where students need to listen to pronunciation). Also, there is an exercise that provides students with words written using their phonetic symbols (Kurm and Soolepp 2017: 37-38) and similarly to the same type of exercise in the student's book, students first need to read those words for themselves. Afterwards, they listen to the recording and check their

answers. This exercise has a second part as well and that expects students to divide the previously given words into four groups based on the words' syllable stress and the listening helps to check their answers. The idea behind those tasks is good – students are given the opportunity to pronounce and stress the words correctly. However, the author of this paper believes that the second part of the exercise is too complicated for form 8 students to complete on their own without any additional help.

There are some listening tasks that in a good way stand out in the workbook as well. One of those is exercise 9 in unit 7 (Kurm and Soolepp 2017: 51). Students can listen to the ending of the story they have previously read from their book and they have to write it themselves using indirect speech. This kind of task is something they most likely come across in real life situations. They may not have to write down what they hear but they may have to retell a story or a conversation. Thus, the task mostly teaches to listen for gist and details; however, students also need to understand the words and phrases and how to form a meaningful and cohesive text. The same listening sub-skills are used in unit 17 (Kurm and Soolepp 2017: 115) where students have to write the joke they listened to. This exercise differs from the previous one in regards of not having any stipulations on how to write it. Thus, students can also transcribe the aural text if they are able to do so and that is a useful life skill to have. Another good listening task is in unit 8 (Kurm and Soolepp 2017: 54) where students need to listen to 13 homophones and in each case write two words that the homophone represents. This task combines spelling and listening for phonetics.

Overall, there are some complex listening tasks in *I Love English 6* (Kurm and Soolepp 2017) workbook as well. However, majority of the listening tasks focus on listening for gist and details. And although all listening includes listening for lexis and phonetics as a default, it is not the main objective in most tasks.

In conclusion, *I Love English 6* (Kurm and Soolepp 2017) materials include listening tasks that expect students to complete different tasks. Those tasks, however, tend to concentrate mainly on listening for lexis, pronunciation, gist and details, and do not provide as many opportunities to use process oriented approach.

2.2 Recommendations for Extra Listening Activities

Rezaei and Hashim (2013) admit that designing additional listening tasks that focus on developing listening sub-skills can be challenging and time consuming; although those extra tasks will help to patch up any weaknesses materials designed for EFL lessons may have. Thus, this sub-chapter suggests four additional listening tasks with pre-, while- and post-listening activities teacher can use to enhance students' listening skill and add variety to the existing ones. The additional listening tasks have been compiled to encompass different listening sub-skills and try to fill in some gaps in *I Love English 6* (Kurm and Soolepp 2017) listening materials. Three of those listening activities also have visual support to arouse students' interest. Furthermore, the listening tasks have been chosen so that they can be dispersed throughout the school year.

The following table (Table 3) gives a short overview of the four listening tasks the author of this thesis proposes to use to accompany *I Love English 6* (Kurm and Soolepp 2017) listening materials and enhance students' listening comprehension. The table lists each activity's topic, in which unit it can be used, whether they have a visual input or not, descriptions of the pre-, while- and post-listening tasks, the listening sub-skills they aim to develop and why the suggested tasks stand out. The table is followed by more detailed description of those four recommended listening tasks.

	Activity 1	Activity 2	Activity 3	Activity 4
Complements unit no	3 – Jobs	11 – Sponsored Walk	16 – Travel	20 – Show what you know!
Topic	Underwater drone designer	Scam emails	Australia	Aviation
Visual component	Yes	Yes	Yes	No
Pre-listening task	Discussion about different occupations – mundane, interesting, rare and unusual jobs.	Brief discussion about scam emails – what they are, has anyone received them etc.	Discussion about Australia – what do students already know.	Discussion about air travel.
While-listening task	Watching the video and following the aural text.	Watching the video with pauses. Predicting and speculating what comes next.	Watching the video and taking notes.	Listening to the texts and answering multiple choice questions.
Post-listening task	Answering questions about the video and expressing own opinions.	Discussion about the video and its topic. E.g. characteristics of scam letters and what to do when receiving a scam email.	Drawing a mind map (group work).	Checking the answers and discussing the aural text.
Listening sub-skills in use	Listening for lexis, phonetics, gist and details.	Predicting and linking information. Understanding the speakers stance and subtext.	Listening for lexis and details and linking information.	Listening for details.
Task offers	An interesting topic with visual support.	Authentic listening material.	A novel task coupled with listening.	An example task from a previous Year-Nine examination.

Table 3. Additional listening activities

The first task (Appendix 6) is best suited to accompany unit 3 and requires watching a video about an uncommon occupation – the underwater drone designer. In addition to the profession being unique, the subject matter is quite topical and interesting. The pre-listening activity, questions about different occupations, will give students the necessary background and is short and concise. In addition, the teacher also explains what

he/she expects students to do while they listen and watch the video. The while-listening activity is quite simple – students pay attention to what is being said. Without a worksheet or some other kind of writing task, students can focus solely on the aural text and the video. Their concentration is not divided between the video and some other task. Furthermore, not having a fear of assessment or the pressure to do several things simultaneously, students are maybe more relaxed and find enjoyment from the activity. The teacher can also add subtitles to the video and students have the opportunity to listen, see and read about what is being shown to them – a lot of receptors are utilized. After having watched the video, the teacher asks questions about the video (example questions can be seen in Appendix 6). Some of those questions are directly related to the aural text but some expect students to express their own opinions and beliefs. Not knowing the questions beforehand is intentional because in real life situations the listener has to be able to pay attention to what is being said without having any knowledge what they need to do with that information. However, in classroom conditions, students may not know all the answers to the questions asked and therefore, they can watch the video again and try to find answers to the questions they now know. While listening, students need to pay attention both to the gist and to the details of the aural text and also get the opportunity to learn new words and their pronunciations.

The second task (Appendix 7) was chosen to enhance students' ability to predict and link information, and in some part, perceive the mood, attitude and feelings of the speaker. The task can be used with unit 11. The pre-listening activity includes a brief discussion about scam e-mails and the teacher's instructions to the listening task. The listening activity itself consists of watching a British stand-up comedian's sketch and answering the teacher's questions while the video is paused. Similarly to the first task, this

task does not expect that students write something down and they can fully pay attention to the video and to the oral task. The video was chosen because the subject matter again is topical, highly relevant and contains authentic listening material. Unfortunately, the downside of the latter is that the auto-generated subtitles are unreliable, and thus, leave students without the opportunity to see and follow the text visually. Moreover, because of the pauses, students may feel that the listening is too segmented to fully enjoy and follow the aural text, and thus, the author of this paper suggests playing the video again, without pauses, so that students get the real feel of the tempo and delivery of the English language. The post-listening activity includes explaining terms and phrases students may not know and a discussion about what students saw and listened to in the video.

A video about Australia and creating a mind map based on the video is the third listening task (Appendix 8). Chang and Read (2006) highlight that previous familiarity and background knowledge of the content gives the listening extra effectiveness. Therefore, the activities suggested after reading the blog posts about ‘My Trip to the Land Down Under’ from the student’s book (Kurm and Soolepp 2017: 97-98, 100-101) with the pre-listening activity should have suitable previous input students can lean on. The listening is accompanied with a video and this listening tasks expects that students take notes while listening. Although it is expected that students take notes individually when listening and watching the video, the post-listening task, creating a mind map, is done in groups or in collaboration with other students in order to reduce students’ stress and anxiety. In addition, it is advisable to watch the video more than once or twice because the tempo of the video is quite fast, there is a lot of information and when students need to take notes while listening, naturally some information goes unnoticed. Between the viewings, students can compare their notes and see what others have written, thus, making the next

round of note taking easier. In addition, when watching the video, it is useful to add subtitles to the video as well because then students can see the spelling of words and phrases. Drawing a mind map as a post-listening activity offers a change from the usual listening exercises and students can be as creative as they want when drawing and illustrating it. This listening task concentrates on improving students' listening for gist and details but also helps them form connections (to create the mind map) and improve their vocabulary.

The last listening task has been taken from the 2019 Year-Nine English examination (Appendix 9) and is the only one that does not include additional visual material. The reason why to including tasks from previous examinations in form 8 classes is that those tasks will give students a preview what type of tasks are in the examination and already familiarize them with the form and organization of the English examination. This specific listening task was chosen also because it contains a worksheet with multiple choice questions – the type of exercise *I Love English 6* (Kurm and Soolepp 2017) student's book or workbook do not present. However, similarly to those materials, this listening task concentrates heavily on listening for details. Naturally, the examination's listening task does not include pre- and post-listening activities; although in classroom they provide background and help to enhance students' knowledge. Thus, the suggested pre-listening activity gives students the opportunity to speak about their own experiences in regards of flying and the post-listening task in a way makes them analyse the text they listened to – what they knew, what they did not, what was interesting etc.

In conclusion, the recommended listening tasks will hopefully be enjoyable as well as educational and provide some variety to the existing materials. Furthermore, adding a

visual input and helping to acquire different listening sub-skills will improve students language competence.

2.3 Analysis of Extra Listening Activities

Due to distance learning, the suggested listening tasks could not be tried out. Thus, to give more credit to the listening tasks compiled by the author, she involved other English teachers to ensure the tasks are appropriate for form 8 students and get some feedback from her peers. Because other English teachers may have useful and insightful comments on the activities recommended, their contribution was appreciated.

The four tasks with their descriptions (Appendices 6 – 9) were sent via social media site to four of the author’s peers and they gave their evaluation on the suitability and effectiveness of the activities in writing. A questionnaire consisting of open-ended questions in English was compiled (Appendix 10) to help the teachers structure their evaluations and get some background to their current practise in regards of listening tasks. The teachers were also given the liberty to write their answers in Estonian and two of the respondents preferred to do so. All four respondents were women, the youngest having been English teachers for three and five years and the others having 13 and 25 years of experience (Table 4).

	No of years being a teacher	Place of work
Teacher 1 (T1)	25	Kuressaare Vanalinna School
Teacher 2 (T2)	5	Rakvere Secondary School
Teacher 3 (T3)	13	Osula Basic School
Teacher 4 (T4)	3	Tartu Veeriku School

Table 4. Respondents

All of them try to use in their lessons the majority of the listening tasks in the *I Love English 6* (Kurm and Soolepp 2017) workbook and one of them added that a lot depends on the students' level of comprehension and time restrictions (T1). However, they usually tend to skip the 'chants' at the beginning of the student's book's units. One teacher explained that the students find them silly (T3). She also added that she tends to leave out dialogues as well and provides the listening transcripts for student's with learning disabilities because the aural texts are too fast for them (T3). One respondent sometimes skips the listening tasks in the tests provided with *I Love English 6* (Kurm and Soolepp 2017) materials (T4). The reason behind it is that the recorded texts are "hard to follow, spoken too fast or students are expected to write a lot in a short amount of time" (T4).

The teachers use additional video materials to provide visual support to some topics but those usually are not intended as listening tasks but as fun and entertaining activities. However, one teacher also wrote that she finds extra listening tasks from the British Council website with the purpose of enhancing students' listening skill (T2). In regards of *I Love English 6* (Kurm and Soolepp 2017) materials the respondents thought that the listening texts are too short (T2) or the *I Love English* series could include DVD's and suggestions for interactive learning materials, such as [liveworksheet.com](http://www.liveworksheet.com) website (T3).

When evaluating the first task, the teachers wrote that students would definitely find it interesting because the occupation is not something the students may know a lot about and technological advancements tend to captivate students. In addition, the speed of the texts is easy to follow and the visual support also helps students' whose vocabulary is not that vast (T2). The respondent suggested that the pre-listening activity could also be done in small groups (T2). That way they can discuss the topic with their peers first and feel more relaxed and confident (T2). Moreover, one of the teachers added that students

can acquire new vocabulary even at this stage because students might know some jobs they want to discuss but do not know how the words are pronounced in English and the teacher would be able to provide those new terms (T4). In regards of the while-listening activity the opinions diverge. Two of them thought that not knowing the questions beforehand is good because then students have to listen for the overall comprehension rather than specific information – it eliminates students' need to frantically find the answers and makes them more avid listeners (T1 and T2). However, one other respondent suggested giving some questions before the first listening, then do a brief discussion and inform students what they need to concentrate on during the next viewing (T3). She believed that it is easier to focus on fewer items at a time (T3). On the other hand, one teacher believes that some students might be able to answer the questions with the first watching and she would probably play the video only once, do the question and answer task and when there are some questions students do not know the answers to, she would only play those parts of the video where the right answers can be found (T4). A good suggestion for post-listening activity is to give students also the opportunity to ask questions themselves if they want to (T3). Overall, they think the task is suitable for students and the teacher can modify it to their students' level.

In regards of the second listening task, two of the teachers think the stand-up comedy act would interest students and the length and the topic are suitable as well; although they considers the task a bit too difficult for form 8 students because the tempo is fast, students are more used to the American accent than the British and the while-listening activity might be too complicated (T2 and T4). One of them proposed that students watch the video without the pauses and questions and have a discussion just about the topic (T2). However, others believe it to be humorous and topical as well as showing a different

approach to problematic situations (T1 and T3). In addition, three of the teachers think that playing the video in short segments helps students to focus and when answering the questions, students can practice different sentence structures (T1, T3 and T4). However, there may arise a problem with the post-listening activity – students might have discussed everything concerning scam letters during the pre-listening task, rendering the post-listening task meaningless (T2). Yet, one respondent thinks the topic is important and she would even extend the post-listening activity and do a group-work or a project about the subject matter (T4). However, she questions how well it goes together with the general topic of the unit (T4).

The third task is believed to be suitable and appropriate. Students are likely to have some previous knowledge about Australia and the task helps them to learn new words and facts about the continent. Furthermore, the pre-listening activity may raise students' interest in travelling and other countries and cultures (T1). One of the teachers also considers that the enthusiastic delivery of the aural text will have a positive impact on students (T2). Taking notes is believed to be a refreshing idea and gives students more responsibility (T2). Moreover, drawing a mind map also gives some variety to the exercises provided in the *I Love English 6* (Kurm and Soolepp 2017) materials and everyone has the opportunity to participate in the task (T1). Also, one of the positive aspects is that students tend to feel more relaxed and safe when doing tasks in a group (T1). However, a negative aspect of the task is that it takes up a lot of lesson time (T2). The teachers also expressed their conviction that the video should definitely have subtitles to make the note taking easier. Additionally, the respondents agreed that watching the video several times is a good idea because even in real life a mind map cannot be drawn based on information heard only once and there is a lot of information in the video (T3 and T4). Two

of the teachers also suggest that students could use their previous knowledge about Australia or find additional facts online and add those to the mind map as well (T3 and T4) and maybe even give students some parameters (T4). For example, the number of facts they need to include from the video and how many facts they can add using online materials or their existing knowledge (T4).

The last activity is believed to be beneficial to students to give them some insight to the exam and its tasks. Furthermore, both students and the teacher will get some feedback on students' language comprehension (T4). One of the teacher's proposes to include a discussion about films students have seen that feature flying and planes as a part of the pre-listening task (T2). She adds that that this would give an opportunity to those students, who have never been on a plane, to participate in the discussion as well (T2). The listening task was thought to be self-explanatory, the flow of the aural text suitable, the speaker's pronunciation good and multiple choice questions tend to reduce stress because students can choose between options given to them. One teacher thought that the students may find the listening not that interesting because nowadays students need visuals to help them focus and hold their attention (T3). However, one respondent points out that students like exam listening tasks and their results are better compared to the results they get when completing listening tasks provided in the *I Love English* materials (T4). A suggestion in regards of the post-listening task was to include a concrete task to direct students' attention and give them an extra reason for listening (T2).

In conclusion, the evaluation of the proposed listening tasks was mostly positive. There were some differences in opinion, mostly in regards of the second listening task. Moreover, the author's peers pointed out a few challenges that may arise and gave useful advice to consider when using the recommended listening tasks.

The author of this thesis compiled the tasks to be used as additional listening materials to accompany *I Love English 6* (Kurm and Soolepp 2017) materials and given the opportunity, she is going to do just that. Moreover, she will take into account some of the suggestions her fellow English teachers proposed when carrying out the listening tasks.

CONCLUSION

Foreign language competence is achieved when students use both receptive and productive skills. Travelling, international studies and multi-lingual families are some of the situations that emphasise the importance of listening in foreign language learning. Listening helps to make sense and understand what is being said and is crucial to effective communication – listening skill goes hand in hand with oral skill.

Information is processed in three ways: bottom-up, top-down and interactively. The more competent learners are, the more they use the latter. To become a competent language speaker and listener, students need to be able to use different listening strategies and sub-skills. In order to develop those strategies and sub-skills, students have to practice them.

There are a number of things teachers need to keep in mind when compiling or designing listening materials. The most important one is that the listening tasks has to have a purpose. To engage students with the listening, the topic should be interesting and have an audio-visual component when possible. It would be beneficial to use authentic texts and listening tasks should include pre- and post-listening tasks as well – those help students to direct their attention, provide background knowledge and ensure the information is acquired.

There are three main groups of listening strategies – cognitive, meta-cognitive and social/affective strategies – and numerous listening sub-skills depending on whose taxonomy is considered. The list of listening sub-skills the author of this thesis compiled takes into account the most frequently featured listening sub-skills and those were used when analysing *I Love English 6* (Kurm and Soolepp 2017) listening materials. Moreover, those listening sub-skills are in accordance with the Estonian National Curricula for Basic

Schools (Ministry of Education and Research 2014). The listening strategies and sub-skills students acquire should aim towards students being independent language learners.

The analysis of *I Love English 6* (Kurm and Soolepp 2017) listening materials revealed that majority of the tasks in student's book concentrated on listening for lexis and phonetics and workbook's exercises focus mainly on listening for gist or details. Those tasks are mostly product oriented; however, in real life situations students need to use more process oriented approach. To improve students listening comprehension the author of this paper also compiled four additional listening tasks with pre-, while- and post-listening activities. Those tasks complement and provide variety the existing materials. Constructive critique to those tasks was given from the author's peers.

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APPENDIX 1: Richards' Listening Taxonomies

Conversational Listening – ability to ...
Retain chunks of language of different lengths for short periods
Discriminate among the distinctive sounds of the target language
Recognize the stress patterns of words
Recognize the rhythmic structure of English
Recognize the functions of stress and intonation to signal the information structure of utterance
Identify words in stressed and unstressed positions
Recognize reduced forms of words
Distinguish word boundaries
Recognize typical word order patterns in the target language
Recognize vocabulary used in core conversational topics
Detect key words (i.e., those which identify topics and propositions)
Guess the meanings of words from the contexts in which they occur
Recognize grammatical word classes (parts of speech)
Recognize major syntactic patterns and devices
Recognize cohesive devices in spoken discourse
Recognize elliptical forms of grammatical units and sentences
Detect sentence constituents
Distinguish between major and minor constituents
Detect meanings expressed in differing grammatical forms/sentence types (i.e., that a particular meaning may be expressed in different ways)
Recognize the communicative functions of utterances, according to situations, participants, goals
Reconstruct or infer situations, goals, participants, procedures
Use real world knowledge and experience to work out purposes, goals, settings, procedures
Predict outcomes from events described
Infer links and connections between events
Deduce causes and effects from events
Distinguish between literal and implied meanings
Identify and reconstruct topics and coherent structure from ongoing discourse involving two or more speakers
Recognize markers of coherence in discourse, and to detect such relations as main idea, supporting idea, given information, new information, generalization, exemplification
Process speech at different rates
Process speech containing pauses, errors, corrections
Make use of facial, paralinguistic, and other clues to work out meanings

Adjust listening strategies to different kinds of listeners purposes or goals
Signal comprehension or lack of comprehension, verbally and non-verbally
Academic Listening (Listening to lectures) – ability to ...
Identify purpose and scope of lecture
Identify topic of lecture and follow topic development
Identify relationships among units within discourse (e.g., major ideas, generalizations, hypotheses, supporting ideas, examples)
Identify role of discourse markers in signaling structure of a lecture (e.g., conjunctions, adverbs, gambits, routines)
Infer relationships (e.g., cause, effect, conclusion)
Recognize key lexical items related to subject/topic
Deduce meanings of words from context
Recognize markers of cohesion
Recognize function of intonation to signal information structure (e.g., pitch, volume, pace, key)
Detect attitude of speaker toward subject matter
Follow different modes of lecturing: spoken, audio, audio-visual
Follow lecture despite differences in accent and speed
Familiarity with different styles of lecturing: formal, conversational, read, unplanned
Familiarity with different registers: written versus colloquial
Recognize irrelevant matter: jokes, digressions, meanderings
Recognize function of non-verbal cues as markers of emphasis and attitude
Knowledge of classroom conventions (e.g., turn taking, clarification requests)
Recognize instructional/learner tasks (e.g., warnings, suggestions, recommendations, advice, instructions)

Adapted from Richards (1983: 228-230)

APPENDIX 2: Rost's Micro-skill Clusters in Listening Comprehension

ENABLING SKILLS

Perception

1. Recognizing prominence within utterances, including
 - Discriminating sounds in words, especially phonemic contrasts
 - Discriminating strong and weak forms, phonetic change at word boundaries
 - Identifying use of stress and pitch (information units, emphasis, etc.)

Interpretation

2. Formulating content sense of an utterance, including
 - Deducing the meaning of unfamiliar words
 - Inferring implicit information
 - Inferring links between proposition
3. Formulating a conceptual framework linking utterances, including
 - Recognizing discourse markers (clarifying, contrasting)
 - Constructing a theme over a stretch of discourse
 - Predicting content
 - Identifying elements that help you to form an overall schema
 - Maintaining and updating the context
4. Interpreting (possible) speaker intentions, including
 - Identifying an 'interpersonal frame' speaker-to-hearer
 - Monitoring changes in prosody and establishing (in)consistencies
 - Noting contradictions, inadequate information, ambiguities
 - Differentiating between fact and opinion

ENACTING SKILLS

5. Making an appropriate response (based on 1-4 above), including
 - Selecting key points for the current task
 - Transcoding information into written form (for example, notes)
 - Identifying which points need clarification
 - Integrating information with that from other sources
 - Providing appropriate feedback to the speaker.

Adapted from Rost (1990: 152 – 3; cited in Schmitt (2010: 187)

APPENDIX 3: Listening Taxonomies

Phillips (2006: 124 – 162)	Weir (1993 as cited in Buck 2001: 54 – 55)	Barta (2010: 71)	Rezaei & Hashim (2013: 6)	Goh and Aryadoust (2015: 124)	Karakoc (2019: 168)
Understanding the gist	Listening for gist	Understanding gist/main ideas	Listening for gist		Understanding a main idea and general information
Understand the details	Listening for main idea(s) or important information; and distinguishing that from supporting detail, or examples	Understanding specifics/important details	Listening for specific information and important details	Understanding details and explicit information	Understanding facts, details and specific information
Understand the function	Listening for specifics, including recall of important details				Understanding a writer's or speaker's attitude and purpose
Understand the speaker's stance	Determining a speaker's attitude or intention towards a listener or a topic	Making inferences by social/situational contexts, background/real-world knowledge	Making inferences and understanding the speaker's purpose	Drawing conclusions	Predicting the end of the continuation of a message or history
Understand relationships	Making inferences and deductions		Recognize functions of stress and intonation in spoken language		Understanding the function of words or phrases in the context
	Recognising the communicative function of utterances		Ability to guess the meanings of unfamiliar words from the context	Understanding and responding to the unexpected statements and/or questions (minimal context items)	Inferring a meaning of an unknown word from the context
	Deducing meaning of unfamiliar lexical items from context				
	Understanding phonological features	Understanding phonological features	Listening to discriminate between distinctive sounds		Perceiving individual sounds
	Understanding cohesion, especially reference		Understanding cohesive devices		
	Understanding lexical cohesion, especially lexical set membership and collocations				

Phillips (2006: 124 – 162)	Weir (1993 as cited in Buck 2001: 54 – 55)	Barta (2010: 71)	Rezaei & Hashim (2013: 6)	Goh and Aryadoust (2015: 124)	Karakoc (2019: 168)
	Understanding lexis Ability to select relevant key points	Understanding lexis	Listening for key words		
Sub-Skills only characteristic to the specific author's work					
Understand the organization	Relating utterances to their social and situational contexts	Recognising cues of oral punctuation	Ability to understand reduced forms of words in spoken language Recognizing the topic	Making propositional inferences Making enabling inferences	Inferring indirect information from the context Summarizing a message or information
	Understanding grammatical notions such as comparison, cause, result, degree etc. Understanding discourse markers				Recognizing cause-effect or comparison relations Paraphrasing information
	Ability to extract salient points to summarise the text				Transferring information to pictures, maps, tables, or diagrams Identifying an error in a transcription
					Listening to and ordering statements according to the message

APPENDIX 4: CEFR – Listening Levels A2, A2+, B1 and B1+

LISTENING						
	Overall listening	Listen to interlocutor	Listen in discussion	Listen in audience	Listen to TV, film	Listen announcements
A2	I can understand simple information and questions about family, people, homes, work and hobbies.	I can understand what people say to me in simple, everyday conversation, if they speak clearly and slowly and give me help.	I can understand short conventions about family, hobbies and daily life, provided that people speak slowly and clearly.	I can understand short, simple stories when told clearly and slowly.	I can follow changes of topic in TV news reports and understand the main information.	I can understand short, clear and simple messages at the airport, railway station etc. For example: "The train to London leaves at 4:30". I can understand the main information in announcements if people talk very clearly. For example: weather reports, etc.
A2+	I can understand enough of what people say to be able to meet immediate needs, provided people speak slowly and clearly.	I can understand when people talk to me about everyday things, as long as I can ask for help.	I can generally identify changes in the topic of discussion around me which is conducted slowly and clearly.	I can understand short, simple stories when told clearly and slowly.	I can follow the main points of TV news, if people talk slowly and clearly, if I am familiar with the subject and if the TV pictures help me to understand the story.	I can understand the main point in short, clear, simple messages, announcements and instructions (e.g. airport gate changes).
B1	I can understand the main points of clear standard speech on familiar, everyday subjects, provided there is an opportunity to get repetition or clarification sometimes.	I can understand what is said to me in everyday conversations, but I sometimes need help in clarifying particular details.	I can understand the main points of discussion on familiar topics in everyday situations when people speak clearly, but I sometimes need help in understanding details.	I can follow clearly spoken, straightforward short talks on familiar topics.	I can understand the main points in TV programmes on familiar topics when the delivery is relatively slow and clear	I can understand simple technical information, such as operating instructions for familiar types of equipment.
B1+	I can understand straightforward information about everyday, study- or work-related topics, identifying both general messages and specific details, provided people speak clearly in a familiar accent	I can follow clear speech directed at me in everyday conversation, in an accent that is familiar to me.	I can generally follow the main points of extended discussion around me, if people talk clearly.	I can follow a lecture or talk within my own field, if the subject matter is familiar and the presentation clearly structured.	I can follow TV programmes on topics of personal interest when people speak clearly.	I can understand information in announcements and other recorded, factual texts, if they are delivered in clear standard speech.

Adapted from CEFR (2020)

APPENDIX 5: *I Love English 6* (Kurm and Soolepp 2017) Listening Tasks

Unit/topic	Student's book No of listening tasks/No of all tasks	Workbook No of listening tasks/No of all tasks
Unit 1 Friends	2/11 Listen and chant Listen to and read dialogues	1/9 Listen and check (matching exercise)
Unit 2 Sports	2/10 Listen and chant Listen and repeat	1/8 Listen and complete the sentences (write numbers + three facts)
Unit 3 Jobs	3/9 Listen and chant Listen and check (gap filling exercise) Listen to and read the text	1/10 Listen and match + tick the right answers (parts a and b)
Unit 4 Art	3/11 Listen and chant Listen to and read (three two-lined dialogues) Listen to statements (dividing statements into groups)	1/10 Listen and match the statements with pictures (writing letters A, B and C after the numbers)
Unit 5 Show what you know!	0/7	1/7 Listen and check (pronunciation exercise)
Unit 6 Safety first	3/15 Listen and chant Listen and check (two exercises)	3/9 Listen and check 2x (words given with pronunciation marks + categorizing words based on syllables) Listen and finish the sentences
Unit 7 Money matters	4/14 Listen and chant Listen and check Listen to sentences (8 sentences) Listen part of a story (also written in the book)	1/10 Listen to the end of a story and write it down in your own words (cannot use direct speech)
Unit 8 Museums	2/12 Listen and chant Listen to and read dialogues	2/10 Listen and write (homophones) Listen to statements (tick the ones that are true + gap filling exercise – parts a and b)
Unit 9 Time	3/11 Listen and chant Listen and check (words written using pronunciation marks) Read and listen to	1/12 Listen and complete the sentences (gap filling exercise)
Unit 10 Show what you know!	1/10 Listen and read + listen to and match answers	0/8

Unit/topic	Coursebook No of listening tasks/No of all tasks	Workbook No of listening tasks/No of all tasks
Unit 11 Sponsored walk	4/14 Listen and chant Listen and repeat Listen to the example Listen and check (matching exercise)	1/11 Listen to a dialogue (tick the ones that are true + gap filling exercise – parts a and b)
Unit 12 Adventure	2/13 Listen and chant Listen to a story (picture sequence exercise)	2/8 Listen and check (grouping words based on the word's silent letter) Listen and complete the sentences (gap filling exercise)
Unit 13 Names	3/11 Listen and chant Listen and check (short forms of names) Listen to and read dialogues	1/8 Listen and match + complete sentences (gap filling exercise – parts a and b)s
Unit 14 Relationships	1/13 Listen and chant	1/8 Listen and write (names of the rivers) Listen and repeat (same exercise – part b)
Unit 15 Show what you know!	0/7	0/7
Unit 16 Travel	2/14 Listen and chant Listen to and read dialogues	1/9 Listen and complete sentences (gap filling exercise)
Unit 17 Once upon a time	2/13 Listen and chant Listen and repeat (examples of pronunciation of -ed endings)	2/10 Listen and check (categorizing given words based on the sound of the -ed ending) Listen to and write the joke
Unit 18 Cities	2/12 Listen and chant Listen and check (word formation)	1/8 Listen and put pictures into the correct order + finish sentences (parts a and b)
Unit 19 Trees	4/10 Listen and chant Listen and check 2x (gap filling exercise) Listen and check (matching exercise)	1/7 Listen and tick true sentences + give meaning to numbers (parts a and b)
Unit 20 Show what you know!	0/8	0/11
Σ	43/225 – 19%	22/180 – 12%

APPENDIX 6: Additional Activity 1

Together with topic: Unit 3 – Jobs

Listening material: https://www.youtube.com/watchv=tiyzppHGz8k&ab_channel=NationalGeographicKids

Pre-Listening tasks: The teacher asks students what they think are some of the most mundane or boring jobs and what are the most interesting. Also, do they know any unusual or rare occupations. The teacher tells students that they are going to see a video about an uncommon and unique job, to pay close attention to what is said and that after watching the video he/she is going to ask some questions about it.

While-Listening task: Students watch the video once with or without subtitles based on the students' language comprehension level. After the first viewing, the teacher asks questions from the post-listening tasks (students probably do not know the answers to some of the questions) and afterwards the teacher plays the video again so students can find the answers to all of the questions. Students may take some notes as well when needed.

Post-Listening task: The teacher asks the following questions, for example:

1. Did you catch the speaker's name? What was it?
2. What does he do? What is his job?
3. What does ROV stand for or what it is?
4. Why did David build the underwater robot? What was his motive?
5. What can you do with the underwater robot?
6. Do you think it is a good invention? Would you like to use it?

APPENDIX 7: Additional Activity 2

Together with topic: Unit 11 – Sponsored Walk

Listening material: https://www.youtube.com/watch?v=wWIwlfo9_OM&ab_channel=LaughALot

Pre-Listening tasks: After reading Amy’s letter to her Grandad (Student’s book p 70) the teacher asks students what kind of letters (e-mails) ask for money or personal details but have an ulterior motive. Brief discussion on the topic of those letters (have they or someone they know gotten scam letters etc.). Then the teacher explains that they are going to listen and watch a stand-up comedian talking about a scam e-mail and that he/she is going to pause the video on certain parts and ask some questions.

While-Listening task: Watching the video and pausing it on the following moments and asking questions

1.20 – Why does he say “Nothing suspicious about that?”? Is it then suspicious or not? Why do you think that?

2.09 – What do you think happens now? What do you think Joe is going to write to Gemma?

2.53 – What do you think Gemma will say?

3.30 – What do you think the reply was?

4.24 – Do you think Gemma sent a reply to that letter? When yes – what do you think it said?

Listening and watching the video again without the pauses.

Post-Listening task: After the listening or between the two listening turns, the teacher may want to explain what Gumtree, Aldi, Waitrose and Dorothy Perkins are. Discussion on what to actually do when getting a letter that seems to be scam and what to look

for in a letter from a person you do not know (what are the characteristics of scam letters).

APPENDIX 8: Additional Activity 3

Together with topic: Unit 16 – Travel

Listening material: https://www.youtube.com/watch?v=f0PvMmTAUAQ&ab_channel=NationalGeographicKids

Pre-Listening tasks: After reading the blog posts about ‘My Trip to the Land Down Under’ (Student’s book pp 97 – 98, 100 – 101), the teachers asks students what they already know about Australia (What is its capital?, What kinda of animals live there? etc.). Then students are divided into groups of three or four and the teacher explains that they are going watch a video about Australia and they should take notes on what they hear because afterwards they are going to draw a mind map.

While-Listening task: Students watch the video with or without subtitles based on the students’ language comprehension level and take notes individually. After the first viewing students discuss what other members of their group managed to write down, so that they know the information their group has. Then they can watch the video again the second and even the third time if necessary, because there is a lot of information and the text flow quite fast.

Post-Listening task: The groups draw a mind map with ‘Australia’ as it centre point (or one mind map is drawn and each student adds something to it). Students should try to add as many branches as they can and find possible relations. For example, from ‘animals’ could come branches like ‘camels’, ‘koalas’, ‘emus’, ‘wombats’ etc.

APPENDIX 9: Additional Activity 4

Together with topic: Unit 20 – Show what you know!

Listening material: 2019 Year-Nine Examination listening task 3 – <https://voca.ro/1gwHc>

[xq3WpRX](https://voca.ro/1gwHc) (All listening tasks, answers and a complete listening track is available at

<http://tiny.cc/omtwtz>)

Pre-Listening tasks: Students talk about their experiences when travelling by plane (or when no-one has flown with a plane, maybe they know some stories told to them about good or bad experiences when flying). After that, the teacher gives students the paper with multiple choice questions and explains that they are going to listen to a text about the Wright brothers.

While-Listening task: Students listen to the tape, follow the instructions given to them and tick the right answers.

Post-Listening task: Checking the answers and discussion about what students learned, what they knew before, what was surprising etc. The multiple choice question paper acts as a notepaper that students can use to refresh their memory.

Task 3 (7 points)

You will hear a talk about the Wright brothers. You will hear the recording **twice**. Before you listen, read the sentences below. While you listen, tick (✓) the correct option (A, B or C).

An example (0) has been done for you. You now have **45 seconds** to read the sentences.

- | | |
|--|------------------------------------|
| <p>0. The Wright brothers were</p> <p>A <input type="checkbox"/> world travellers.
 B <input checked="" type="checkbox"/> inventors.
 C <input type="checkbox"/> fighter pilots.</p> | <p>For the teacher
+/-/9</p> |
| <p>13. Orville Wright was born in</p> <p>A <input type="checkbox"/> 1867.
 B <input type="checkbox"/> 1871.
 C <input type="checkbox"/> 1876.</p> | <p>13 <input type="checkbox"/></p> |
| <p>14. In their family, there were</p> <p>A <input type="checkbox"/> 2 kids.
 B <input type="checkbox"/> 7 kids.
 C <input type="checkbox"/> 9 kids.</p> | <p>14 <input type="checkbox"/></p> |
| <p>15. The brothers did not</p> <p>A <input type="checkbox"/> go to high school.
 B <input type="checkbox"/> finish high school.
 C <input type="checkbox"/> like going to high school.</p> | <p>15 <input type="checkbox"/></p> |
| <p>16. The brothers started a</p> <p>A <input type="checkbox"/> profitable printing house.
 B <input type="checkbox"/> magazine about bicycles.
 C <input type="checkbox"/> newspaper that was not popular.</p> | <p>16 <input type="checkbox"/></p> |
| <p>17. Otto Lilienthal</p> <p>A <input type="checkbox"/> was a successful Danish aviator.
 B <input type="checkbox"/> built his first glider in 1896.
 C <input type="checkbox"/> got killed in a gliding accident.</p> | <p>17 <input type="checkbox"/></p> |
| <p>18. The Wright brothers wanted to improve the</p> <p>A <input type="checkbox"/> movement of their aircraft.
 B <input type="checkbox"/> size of the wings.
 C <input type="checkbox"/> power of the machines.</p> | <p>18 <input type="checkbox"/></p> |
| <p>19. They experimented in Kitty Hawk because</p> <p>A <input type="checkbox"/> the conditions were right there.
 B <input type="checkbox"/> the place was near their home.
 C <input type="checkbox"/> it was not too windy there.</p> | <p>19 <input type="checkbox"/></p> |

That is the end of task 3.

Now turn to task 4.

Number of points:

APPENDIX 10: Questionnaire for Fellow Teachers

BACKGROUND

1. Do You usually do or try to do most of the listening tasks provided with *I Love English* 6 (ILE 6) materials?
2. What type of listening tasks You prefer to skip? Why?
3. Have You had to find extra listening materials (e.g. videos, songs etc.)? (If 'yes', what type of materials? And why did You feel the need to include those?)
4. Information/comments/thoughts about ILE 6 listening materials (or about listening in EFL in general) You want to express but were not able to do so above:
5. How many years have You been a teacher?

TASKS EVALUATION

Some points to consider – students engagement with the task (e.g. would it be interesting, entertaining), use of the language (speed, vocabulary, intonation, background sounds etc), visual aid, usefulness in language learning, incorporation into classroom/lessons etc.

TASK No.

1. Tasks suitability (both the listening material as well as the activities):
2. Pre-listening activities (pros and cons):
3. While-listening activities (pros and cons):
4. Post-listening activities (pros and cons):
5. Other thoughts or comments:

RESÜMEE

TARTU ÜLIKOOL
ANGLISTIKA OSAKOND

Tuuli Käiro

Enhancing Learners' Listening Skill by Creating Study Materials to Accompany *I Love English 6* Course Materials

(*I Love English 6* õppematerjalidele kuulamisülesannete koostamine parendamaks õppijate kuulamisuskust)

Magistritöö

2021

Lehekülgede arv: 64

Annotatsioon:

Magistritöö autor on veendumusel, et kuulamiosaoskus on inglise keele õppimisel väga tähtis ning et see teema pole saanud nii laialdast kajastust kui võiks. Seega on käesoleva töö eesmärgiks uurida kuulamisuskust keeleõppes, tuues välja selle olulisuse võõrkeele omandamisel ning välja selgitada kuulamise osaoskused.

Magistritöö on jaotatud nelja suuremasse ossa: sissejuhatus, kaks põhipeatükki ning kokkuvõte. Sissejuhatus defineerib kuulamise ja selgitab, mida õpilased peaksid põhikooli lõpuks oskama ning tutvustab, kuidas inimesed teavet töötlevad. Esimene peatükk annab ülevaate kuulamise vajalikkusest võõrkeelte õppimises, millele tähelepanu pöörata kui koostada kuulamisülesandeid ning millised kuulamise strateegiad ja osaoskused on varasemalt välja toodud teiste autorite poolt. Lisaks kajastub seal ka nimekiri kuulamise osaoskustest, mille töö autor on kokku pannud tuginedes eelnevalt läbi töötatud materjalidele.

Magistritöö teine peatükk esitab töö empiirilist osa, mis analüüsib *I Love English 6* (Kurm ja Soolepp 2017) kuulamismaterjale lähtudes eelnevalt esitatud kuulamise osaoskuste nimekirjale ning pakub neli lisa kuulamisülesannet koos eel- ja järeltegevustega, mis on töö autori enda koostatud. Peale selle sisaldab antud peatükk ka autori kolleegide tagasisidet koostatud ülesannetele. Järeldused on ära toodud kokkuvõttes.

I Love English 6 (Kurm ja Soolepp 2017) kuulamisülesannete analüüsist selgus, et enamik õpiku ülesandeid keskendub sõnavara ja häälduse õpetamisele ning töövihiku üleanded arendavad õpilaste oskust mõista kuulamisteksti sisu ja leida sealt konkreetset informatsiooni. Magistritöö autor koostas ka ise neli kuulamisülesannet, mis täiendavad õppetöös kasutatava õpiku ja töövihiku harjutusi ning pakuvad võimalust arendada ka teisi kuulamise osaoskusi. Nendele kuulamisülesannetel andsid neli inglise keele õpetajat valdavalt positiivse tagaside, lisades ka omapoolseid soovitusi ja parendusi.

Märksõnad: Inglise keel võõrkeelena, keeleõpe, kuulamise osaoskused keeleõppes, kuulamisülesanded, kuulamisuskuse arendamine, inglise keele valdamine.

Lihtlitsents lõputöö reprodutseerimiseks ja lõputöö üldsusele kättesaadavaks tegemiseks

Mina, Tuuli Käiro,

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