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вправи і завдання для учнів 5-9 класів загальноосвітніх шкіл

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MINISTRY OF EDUCATION AND SCIENCE OF UKRAINE
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Listening comprehension in English: Tasks for upper-primary school pupils

(Bachelor's thesis)

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Introduction

In recent years, there has been an increasing interest in learning English at the early ages around the world and also in our context in the Transcarpathian area. The past decade has seen the rapid development of information and communication technology which exerts influence on everyday life and language usage as well. It is now generally recognized that mastering a foreign language is essential. Moreover, English is getting more and more adopted into the languages, while some words are already assimilated and unchangeable since there are no synonyms in the original language. Therefore, researchers have shown an increasing interest in learning English as a foreign language.

Recent developments in the field of learning and teaching English as a foreign language have led to a renewed interest in analysing the language teaching methods, the connections between the methods and language skills development and finding the appropriate solution for every situation. The issue has grown in importance in light of the teaching of English (or another foreign language) as an obligatory subject for lower-primary school pupils in Ukraine. This changing has raised several questions about foreign language learning and teaching in the Transcarpathian area.

Recently, many researchers, for instance Cameron, Pinter, Scrivener, or Nikolov [1; 2; 3; 4], have shown an increased interest in doing research into the field of language skills. The major theoretical issues that have dominated the field for many years concern for the method of language skills development, the usage of language skills in the foreign language lessons, children's competences of learning these skills and turning them to be practicable in appropriate situations in everyday life and in the future.

Many recent studies, conducted by Cameron, Pinter, Scrivener, or Nikolov [1; 2; 3; 4] have focused on analysing the language skills and the opportunities of their development. Despite the significance of these studies which gave a very brief and detailed description about this topic in general, little attention has been paid to the specific situation of learning and teaching English as a foreign language in the Transcarpathian area where children have to face with the problem of multilingual contexts and have to learn at least two new languages (the official language of the country and a foreign language) in addition to their mother tongue during the first year when the young learners can not read or write yet. This specific situation is a rich source of research and gives opportunities for investigations how teachers could solve the raising problems and use appropriate methods for developing the young learner's competences in acquiring English as a foreign language. In addition to this, upper-primary school pupils have to face with the problem of higher demands in case of those subjects they have already known and

new subjects are also introduced, for instance, a second foreign language. As a result, students have to learn at least four languages at the same time: Hungarian, as their mother tongue, Ukrainian, as official language, mostly English as a Foreign Language and additionally German, French or Russian, as a second foreign language. If considering a child of 11 with all these demands, it seems, that students are overburdened in Hungarian schools what concerns language learning. In this difficult situation teachers should choose the best solutions in foreign language teaching.

The study described in this paper analyses the four language skills (listening, speaking, reading and writing) and their development in practice. In addition to this, it also focuses on the role of listening comprehension in English in the development of listening skills of upper-primary school pupils in details.

The purpose of this paper is to understand what participants' attitude towards English language learning is in general and how English lessons are conducted in different Transcarpathian Hungarian schools with the focus on developing listening comprehension skills and using different listening tasks.

Additionally, the present study analyses the condition of listening comprehension skills of upper-primary school pupils in three Transcarpathian Hungarian schools.

For getting a valid picture about the situation in these schools, it was decided that the best method would be using test papers containing different types of tasks for this investigation and using a questionnaire with different questions on the current topic. So far this method has been applied for carrying out such kind of research as the quantitative measures would usefully supplement and extend the qualitative analysis.

However, a major problem with this kind of research is that it was not extended to a large number of schools (only three Transcarpathian Hungarian schools were involved in the research), so it was not extensive. On the other hand, the number of participants is rather high (altogether 166 students).

On the other hand, the aim of this study is to evaluate and validate the need of developing the four language skills of upper-primary school pupils during the foreign language learning, as the four language skills serve many valuable purposes in the process of complete communication.

Especially, this study seeks to understand the role of listening comprehension in English in the development of listening skills of upper-primary school pupils as listening has vital importance in foreign language learning and teaching. Due to the fact, that students may receive as much as 90 % of their in-school information through listening to instructors and to one

another, listening has an essential role in foreign language acquisition. However, far too little attention has been paid to recognize the level of effort that goes into developing listening ability.

This bachelor thesis has been divided into an introduction, three chapters, conclusion, list of literature used, summary in Ukrainian and appendices.

The thesis has been organized in the following way:

- Firstly, it begins with an introduction section where the purpose of this bachelor thesis is presented and it gives a firm rationale for carrying out the investigation detailed in the thesis.
- In Part 1 this paper first gives a brief overview of the four language skills in learning English as a foreign language. Secondly, it deals with the role of listening comprehension in English in the development of listening skills of lower-primary and upper-primary school pupils in details.
- Part 2 begins by laying out the theoretical dimensions of the research and looks at listening comprehension in English: tasks for upper-primary school pupils in the development of listening skills.
- Part 3 describes the design, synthesis, characterization and evaluation of the investigation about the condition of listening comprehension skills of upper-primary school pupils in Transcarpathian Hungarian schools. Also, this part seeks to understand what participants' attitude towards English language learning is and how English lessons are conducted in different schools.
- Finally, in the general conclusions section all the conclusions are presented that can be drawn from the whole of the findings of the investigation.
- In the list of literature used all the items of academic literature referred to in the body of the text are enumerated.
- After it follows the summary in Ukrainian.
- The appendices section contains all the research instruments.

These findings presented in this bachelor thesis enhance our understanding of how English lessons are conducted in Transcarpathian Hungarian schools and the condition of listening comprehension skills of upper-primary school pupils who participated in the investigation. The results of the research help to understand the current situation and peculiarities of foreign language teaching in Transcarpathian Hungarian schools. Also, it critically examines the possible mistakes and draws our attention to avoiding them in teaching English as a Foreign Language to adolescent learners.

This research will serve as a base for future studies on the field of language skills development (especially focusing on the listening comprehension skill) among upper-primary school learners in Transcarpathian Hungarian schools.

PART 1

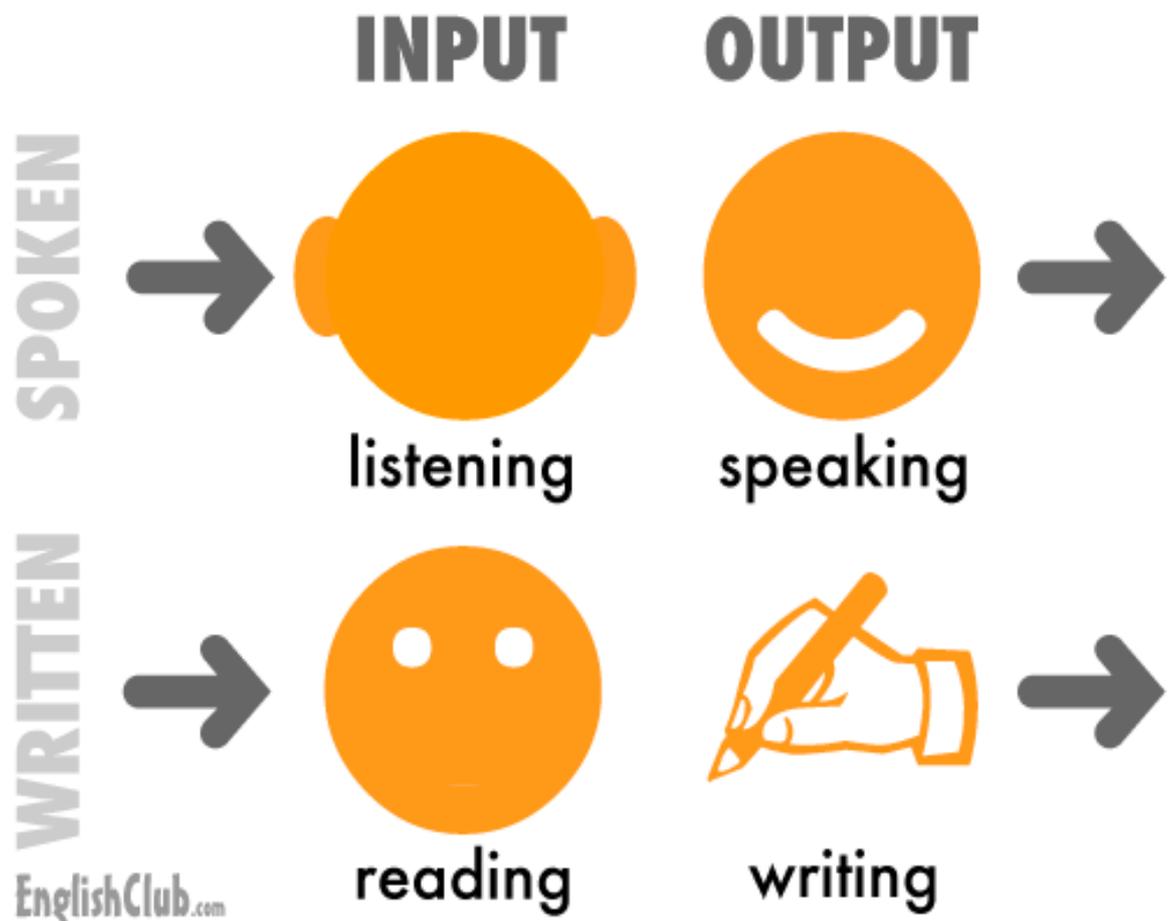
The four language skills in learning English as a foreign language

When we learn a language, there are four skills that we need for complete communication. It is the same when we learn our native language. We usually learn to **listen** first, then to **speak**, after to **read**, and finally to **write**. These are called the four language skills.

The four language skills are related to each other in two ways:

- the direction of communication (in or out);
- the method of communication (spoken or written);

as it is expressed in the following picture [5]:



The four language skills work in tandem when the activities that require their use are designed to support learners in the process of learning, creating and producing a specific product. The four language skills can be used together in the English as a Foreign Language (EFL) classrooms through daily activities, when teachers provide learners with opportunities to develop each skill, for instance students:

listen (to the teacher use the target language, to a song, to one another in a pair activity, to listen and do/listen and draw/listen and colour exercises),

speak (pronunciation practice, greetings, dialogue creation or recitation, songs, substitution drills, oral speed reading, role plays, chants, poems),

read (instructions, written grammar drills, cards for playing games, flashcards, silent reading, reading aloud, multiple-choice questions) and

write (copying letters, words, sentences, fill-in-the-blank sheets, created sentences, sentences that describe a feeling, sight or experience, a dialogue script, a journal entry) [6].

Four skills activities in the language classroom serve many valuable purposes, for example:

- they give learners scaffolded support,
- opportunities to create,
- contexts in which to use the language for exchanges of real information,
- evidence of their own ability (proof of learning),
- self-confidence, what is very important.

The four language skills could be divided into two groups as follows [7, p. 39]:

- Productive skills (including speaking and writing) when we create something in written form or speech.
- Receptive skills (including listening and reading) when we receive the message.

In the following, a detailed description of the four language skills is presented in order of acquisition.

1.1 Listening

Listening is receiving language through the ears. Listening involves identifying the sounds of speech and processing them into words and sentences. When we listen, we use our ears to receive individual sounds (phonemes, morphemes, stress, rhythm, intonation and pauses) and we use our brain to convert these into messages that mean something to us.

Listening is the language modality that is used most frequently. It has been estimated that adults spend almost half their communication time listening, and students may receive as much as 90 % of their in-school information through listening to instructors and to one another. Often, however, language learners do not recognize the level of effort that goes into developing listening ability. According to Bulletin, listening is one of the fundamental language skills. In this day of mass communication (much of it oral), it is of vital importance that our pupils be taught to listen effectively and critically, he says [8].

Listening in any language requires focus and attention. It is a skill that some people need to work at harder than others. People who have difficulties in concentrating are typically poor listeners. Listening in a second language requires even greater focus. For this reason completing listening tasks is also a great way to train foreign language learner's attention.

Foreign language learners acquire listening comprehension by listening to people who already know how to speak the language. This may or may not include native speakers. In Transcarpathian Hungarian Schools teachers are the major sources of language input for children. For this reason, teachers should use different kind of listening tasks, including recorded voices, songs, poems, tongue-twisters; the most important thing is to listen to a variety of voices as often as it is possible for children.

To become a fluent speaker in English, learners need to develop strong listening skills because it takes a good listener to create a good speaker. Communication implies interacting with others which involves not only speaking, but listening too, when message get through between the speaker and the listener [9, p. 311]. As a consequence, listening involves a sender (a person, a radio, a television), a message, and a receiver (the listener).[10] Listeners often must process messages as they come, even if they are still processing what they have just heard, without backtracking or looking ahead. In addition, listeners must cope with the sender's choice of vocabulary, structure, and rate of delivery. The complexity of the listening process is magnified in second language contexts, where the receiver also has incomplete control of the language. Listening not only helps to understand what people are saying to each other but it also helps to speak clearly to other people. It helps learn how to pronounce words properly, how to use intonation, and where to place stress in words and sentences. As Burenko highlights, the aim of listening is to comprehend the message through the aural medium. [11]

Several studies have been carried out on researching the development of communication in early years and it was found, that effective communication means not only to be familiar with grammar rules and some vocabulary, but having the ability to use them in appropriate situations [9, p. 309].

Listening comprehension is a key initial step in communication. The better students can understand what is being said, the better will be their ability to communicate. In addition, they will be better able to notice the characteristics of the target language which will help improve their language development in all four key skill areas. While listening, we are reviewing vocabulary, grammatical structures, intonation, accent and our own interpretation. We can learn new words and expressions by hearing them frequently.

Students may feel a great deal of pride when they are able to comprehend something in the target language. This can be a great motivating factor in continuing to learn the language, and

teachers should do whatever possible to promote this sense of accomplishment, since without the skill of listening, there can be no language learning.

1.2 Speaking

Speaking is the delivery of language through the mouth. To speak, we create sounds using many parts of our body, including the lungs, vocal tract, vocal chords, tongue, teeth and lips.

This vocalized form of language usually requires at least one listener. When two or more people speak or talk to each other, the conversation is called a dialogue. Speech can flow naturally from one person to another in the form of dialogue. It can also be planned and rehearsed, as in the delivery of a speech or presentation. In fact, some English learners practise speaking standing alone in front of a mirror.

Speaking can be formal or informal:

- Informal speaking is typically used with family and friends, or people we know well.
- Formal speaking occurs in business or academic situations, or when meeting people for the first time.

The goal of language is communication and the aim of speaking in a language context is to promote communicative efficiency. Teachers want students to actually be able to use the language as correctly as possible and with purpose. Widdowson draws our attention to the important fact that in language teaching, where the aim of the language course is to develop an ability to handle spoken language, what learners need ultimately to acquire is an awareness of how the language is used for talking [12, p.60].

Speaking is probably the language skill that most language learners wish to perfect as soon as possible. Students often value speaking more than the other skills of reading, writing and listening, but what often happens is students feel more anxiety related to their oral production. When assisting students in the development of their oral skills, there are some tips and techniques that teachers can use to minimize students' anxiety and to make the development as efficient and practical as possible. This way, students will learn more and have increased motivation to continue this skill development.

When creating activities that focus on students' speaking, teachers can create activities relative to different types output and their purposes:

- Structured output focuses on using a correct form, usually something specific that has been worked on in class. The purpose is to develop comfort with certain forms/structures.

- Communicative output focuses less on form and more on the completion of a task that includes using specific language. The purpose is for the students to get their meaning across; accuracy not as big of a consideration.

Many researchers have argued about if there is a critical period for learning foreign languages [4]. Some researchers found, that there are critical periods of language learning; especially the sound system of a new language cannot be acquired after the age of 13 without an accent [13, p.272]. On the contrary, Strevens [14] maintains that people who learn a second or foreign language can learn good pronunciation, at any age. They will actually do so in a higher proportion of cases and with greater effectiveness, if the teaching to which they are exposed takes account both of the principle that most people learn most of the elements of pronunciation easily, and of the other principle, that for residual problems it pays the teacher to be as sophisticated as the learners can take.

Pierre Pinet [15] highlights the danger of flooding the classroom with speech, what leads to learners' confusion. He suggested that teachers need to make learners feel comfortable and move from the easy to the difficult, from the known to the unknown.

The teacher should find strategies (oral or visual prompts) to get students to speak and also to introduce simple new language in relation to the situation of the day (greetings, date, time, weather etc.), for instance:

- Create authentic practice activities that are as similar to real-life as possible.
- Create different contexts in which students can practice in order to broaden their vocabulary and experiential horizons.
- Provide scaffolding and support for each context; this means making sure students are aware of the appropriate vocabulary and what social or cultural norms are appropriate.
- Do not focus solely on errors; correct as much as each student can handle, more advanced students can often handle more correction, but avoid excessive correction if it will promote anxiety.
- Give students options to use when responding to questions and teach them those options; allow them to use minimal responses if it reduces anxiety but make sure all students are aware of the possibilities. This allows for differentiation, as students can use the level of response that they feel comfortable with.
- Develop routines involving certain scripts (greetings, compliments, asking certain questions) so students become comfortable and familiar with those scripts.
- Use gestures to help get meaning across and encourage students to do the same; emphasize that what is important is the meaning.
- Make it fun!

This way, students will learn more and have increased motivation to continue this skill development.

As speaking is interrelated with the other skills, its development results are in the development of the others.

1.3 Reading

Reading is the process of looking at a series of written symbols and getting meaning from them. When we read, we use our eyes to receive written symbols (letters, punctuation marks and spaces) and we use our brain to convert them into words, sentences and paragraphs that communicate something to us.

Reading can be silent (in our head) or aloud (so that other people can hear).

There are two types of reading [3, pp. 152-153]:

- Extensive reading (fluent reading, or gist reading): reading in order to gain an overall understanding of a longer piece of text – perhaps a story or an article, when we worry less about individual words and sentences and get caught up in the general flow of a piece.

- Intensive reading (or accurate reading): typically used with short sections or sentences when we need to understand or study information or language use in detail.

Reading is a receptive skill – through it we receive information. But the complex process of reading also requires the skill of speaking, so that we can pronounce the words that we read. In this sense, reading is also a productive skill in that we are both receiving information and transmitting it (even if only to ourselves).

In recent years language teaching has tended to concentrate on teaching the ability to understand speech and to speak comprehensibly; reading and writing have been given less attention [14]. Although reading is a key component of learning a second language and it is without a doubt important as a language does not consist solely of the spoken word. However, some native speakers cannot read or write but they speak English fluently. On the other hand, reading is something that learners can do on their own and that greatly broadens vocabulary, thus helping the learners in speaking (and in listening and writing).

Simply having students read is not enough to develop their reading skills. There are some activities that can help students improve their reading skills, for instance:

- Previewing: Students review titles, headings, and photo captions to gain an idea of the subject matter.

- Predicting: Students make predictions based on subject matter obtained from previewing and from the form used.

- Skimming and scanning: Students read pieces of the text in order to confirm or refute predictions made and determine the main idea of the text and its structure.
- Guessing from context: Students use prior knowledge of the subject and previous activities to guess at the meaning of certain words and sections
- Paraphrasing: At the end of sections students stop to rephrase what they have just read in order to check for comprehension.

There are many benefits to developing excellent reading skills in the target language; one benefit is the culture that one gains by reading in the target language. Through reading, students gain access to literature written in the target language. This literature shows the students what authentic materials in the target language look like as well as provides them with insight into the cultural beliefs and values. Another benefit of reading is that it contributes significantly to the development of that target language. Students are exposed to complex and authentic forms of the language through their own process of noticing; it might not happen right away, but as a student develops more in the language, then more complex forms will be noticed through reading. A third benefit of reading is that it develops different competences in the language:

- Linguistic competence: Students gain knowledge about specific elements of language such as vocabulary and grammar.
- Discourse competence: Students are exposed to the structure of texts and how they are put together.
- Sociolinguistic competence: Students learn about different texts and structures in the target language and just how those are used in a particular culture.
- Strategic competence: Students gain insight into different linguistic learning strategies. For example, a top down strategy might be emphasized, where students would use the general meaning of a text to determine its specifics. A bottom up strategy, on the other hand, would focus on the specifics, such as specific words, and work its way up towards the general meaning.

Reading is therefore a highly valuable skill and activity, and it is recommended that English learners try to read as much as possible in English.

1.4 Writing

Writing is the process of using symbols (letters of the alphabet, punctuation and spaces) to communicate thoughts and ideas in a readable form.

To write clearly it is essential to understand the basic system of a language. In English this includes knowledge of grammar, punctuation and sentence structure. Vocabulary is also necessary, as is correct spelling and formatting.

A writer may write for personal enjoyment or use, or for an audience of one person or more. There are many different styles of writing, from informal to formal. As with speaking, it is important to consider to the audience when writing. The audience may be known (targeted) or unknown. Taking notes for study purposes is an example of writing for one's self. Blogging publicly is an example of writing for an unknown audience. A letter to a friend is an example of writing for a targeted audience.

In everyday life the need for longer, formal written work seems to have lessened over the years, and this is reflected in many classrooms where writing activities are perhaps less often found than those for the other three skills [3, p. 156].

Writing involves a different kind of mental process. There is more time to think, to reflect, to prepare, to rehearse, to make mistakes and find alternative and better solutions [3, p. 156]. For this reason, writing is a less stressful activity than speaking for many students, as the audience for any mistakes is more selective; on the other hand, written work is concrete and is therefore open to closer examination and correction. Teachers must develop the students' sense of self-efficacy related to their writing skills, because writing is an integral and necessary skill when learning a second language as communication is not only done orally. Writing also results in increased practice using the language. Writing is a manner for students to practice their language skills in a way that promotes noticing; as they write their texts, they are forced to notice certain grammar and vocabulary structures and reflect on why those are used and not others.

Many students have specific needs that require them to work on writing skills: examination preparation and business English are two common areas where written work is still very important [16].

Writing occurs in three phases. Teachers should be aware of these phases, and inform the students of them. Activities can be structured around these phases to show students just how different the process of each phase is.

- Prewriting: generation of ideas, discussion of purpose/format etc., use of organizational skills, emphasis placed not on structure rather content ideas.
- Composing: creation of outline, writing, selection of specifics (tense, style, etc.), restructuring.
- Revision: revision of style/grammar/structure, check for consistency/errors/clarity/support of arguments.

Before engaging in a writing task, students need to know the purpose of writing and be introduced to important language features and key vocabulary. Having modelled the writing process, teachers should give learners the time to prepare for and draft their texts.

Writing as one of the four language skills is the part of literacy, therefore, it is very important to master appropriately. Nowadays apart from books in school that students can choose from and take home, there is now an endless source of information in English on the Internet. The world of cyberspace relies on literacy skills, and it already offers exciting possibilities for literacy skills development, as well as ones we cannot yet imagine. [1, p. 158]

Connections can be made between the four key skills in learning a language: reading, writing, listening and speaking. These skills do not exist independently, they are interrelated; improving one will result in improvements in the others.

1.5 The role of listening comprehension in English in the development of listening skills of lower-primary school pupils

As has been mentioned above, listening comprehension skill is the first from the four language skills that foreign language learners have to acquire when begin learning a language. Therefore, the role of listening comprehension in English learning and teaching is essential at any age of learners; furthermore, in case of young learners teaching.

At the beginning, when children are very young, parents support them by explaining new ideas carefully, by repeating information in different context until they are satisfied that the messages have got through. One of the most important tools parents use to regular their children's learning is language, in particular, dialogues. The language used in interactions with parents and teachers is important because it is the vehicle through which understanding and learning take place [2, p. 12]. It is language that allows us to make messages accessible to our listeners. It is language that allows us to ask questions and clarify what is not clear, and it is language that allows us to express our ideas with great precision. All learning happens in social interactions with others. Learning occurs in conversations, as a result of understanding and interpreting for ourselves what others are saying.

There is an important social side to children's development too. The social environment, the cultural context, and in particular the influence of peers, teachers, and parents engaged in interactions with children are also major sources of learning and development. Especially important this factor to develop good listening skills. Due to the fact, that before 30-40 years there was no west foreign language teaching during the Sovjetunion, parents can not speak foreign languages, therefore they can not help their children in learning a new language [17]. If taking this into consideration it is found that there is a very poor foreign language environment around young language learners in Transcarpathia. The foreign language teachers need to be aware that their language use is often the main source of language input. Children learn new language forms in meaningful contexts so listening to the teacher is essential both for modelling

pronunciation and for providing opportunities for understanding new input from context. Children do pick up the foreign language quickly and develop very good accents and listening skills.

Oral skills in the new language are an important factor in learning to be literate. Phonological awareness in the foreign language, the ability to hear the individual sounds and syllables that make up words, will develop from oral language activities, such as saying rhymes or chants and singing songs. Vocabulary knowledge is extremely important: when a written word is being sounded out or built up from its component letters or morpheme sounds, knowing the word already will speed up recognition, and when a sentence is being read, known words will be easier to hold in short-term memory as meaning is built up. Pronunciation skills in the foreign language will both affect literacy as inaccuracies in pronunciation may hamper finding the right spoken word to match what is read or written [1, pp. 137-138].

As young children learn new things through imitation and copy [18] it is very important to get a good sample from the teacher. Medgyes [19] draws our attention to be aware that teachers usually make a mistake when they slow the speed of their speech in case of better understanding, because in this way rhythm and intonation get lost in the sentences and it can modify the meaning of a sentence. Also, students learn a bad sample, which would cause difficulties after in understanding. He suggests that the better way teaching intonation and rhythm is working in chorus, when children could try themselves without being conspicuous. Guided practice can include songs, repetition chants, and chorus drills. Songs are good ways to get and keep students' attention, as are repetition chants. Additionally, chorus drills can require students to pay attention to what is going on around them in order to stay in unison with the remainder of the students.

Another researcher, Havovi Kolsawalla demonstrated in a small-scale experimental study in 1999 that rhythmic refrains in stories helped children to remember new language. The researcher selected an ordinary story and rewrote its text in two versions for oral presentation: one included rhythmic refrains from nonsense words and the other included the same words without rhythmic parts. The stories were narrated to the children twice. All the children recalled the rhythmic elements containing the nonsense words in the refrains but not the nonsense words in the prose narratives [2, p. 88]. These findings seem to confirm the added benefit of rhythm in foreign language learning. Therefore it is a good idea for teachers to use rich input, for instance songs, rhymes, rhythmical stories, which captures the natural rhythm of English and take advantage of it.

Nowadays it is generally recognized that Communicative Language Teaching (CLT) and Total Physical Response (TPR) are much more effective in teaching English, than the Grammar

Translation Approach or Reading Method were before [20]. Using CLT the aim is to teach the children to communicate and all the four language skills are equally important (listening, speaking, reading and writing). Using TPR the aim is to teach the children to listen to the directions they hear and do them. TPR can involve listening and doing actions with a song or responding to commands. It is claimed that learners develop skills in listening and in speaking through TPR, and it has been shown to be particularly appropriate for beginners [1, p. 107]. Using this kind of activities the teacher immediately can see the results and the emphasis on listening comprehension. As has been noted this method could effectively be used with young learners since language development starts well before children are able to say anything. In the beginning, children exercise their receptive skills, and only with considerable delay do they start producing language.

Due to the fact that in the Transcarpathian region children have no opportunities for using foreign language apart from school it is important to keep in mind that teachers are the major sources of language input for children. Just as in mother tongue learning, English should start with an emphasis on listening and then speaking. These are the two main skills to teach first because children often cannot read and write at all yet, or not with much confidence. Young beginners need to start with plenty of listening practice, and opportunities to listen to rich input will naturally lead to speaking tasks. In this way, listening and speaking are truly integrated in the primary English classroom.

However, teachers use variable methods in the Teaching of English as a Second Language (TESL) programmes it is generally recognized that in Transcarpathian Hungarian schools they put the least emphasis on listening skills [21]. And maybe this is the reason why teaching foreign language is so unsuccessful.

Developing listening comprehension should start from the beginning. Pupils have to face many difficulties during foreign language learning and teachers have to recognize for example the difficulty of rhythm, intonation or understanding abbreviation forms.

Listening is an active skill and there are many factors that contribute to its difficulty. One source of difficulty is the type and length of the text the children listen to. Another factor is the familiarity of the person who they are listening to. It is easier to listen to the teacher than to recordings [22] because teachers can adjust the speed of their speech and modify their language. The teacher can also repeat messages and use gestures and facial expressions to help children to work out the meaning.

In young learners' classrooms, especially at the beginning stages of learning a language, teachers often talk a lot in the target language because they provide the language input. This helps children to get used to the intonation patterns and the sounds of the language. Teachers talk

and comment on what is going on as they point to pictures in the book or on the classroom wall, or as they mime something. As children listen, they are engaged in working out what is going on and for some of the time they may choose to remain silent and just absorb the language. This is similar to the first couple of years in learning the mother tongue. Of course, they do not necessarily understand every word the teacher says but most children will be able to work out the meaning from the context, the gestures, and the visual aids. When teachers use English to give instructions, tell a story, or introduce a song or a rhyme, children who have just started learning may comment in their mother tongue on what they think is happening because they cannot yet contribute in the second language. The teacher may want to accept children's comments in their first language and also encourage them by confirming their guesses and contributions, and incorporating their utterances into the target language. In order to give children plenty of listening practice and help them tune into English, many young learners' course books and resource books initially recommend mainly activities which require nonverbal responses from children. One such task is to listen to rhymes or action stories or songs and enjoy them by miming the actions rather than immediately producing the language. The nonverbal contributions help make sense of the content. The important principle is that children have the opportunity to absorb the language before they have to say anything. This is the main idea of TPR, a variation of communicative approaches based on listening to comprehensible input.

There are two types of listening comprehension [3, p. 151]:

- extensive listening (or listening for gist): the aim of the extensive listening is to understand the substance without understanding every single word;
- intensive listening (listening for details): the aim of the intensive listening is to listen to the details, words, phrases, sounds;

Developing the listening skill teachers have to use variable activities and practices. Listening to stories is the most authentic and popular activity for pupils and primary English teachers can use storytelling as additional listening practice. Andrew Wright put emphasis on the importance of storytelling in language teaching. Stories are particularly good at helping learners to experience the meanings of language and not just study them. Storytelling also allows us to adapt the story to the listeners and the context of telling more easily and telling allows us to mime more readily and to make eye contact with the listeners, he says [23]. Children will learn new language as well as having enjoyable listening practice. Interactive modifications, for instance gestures, can elicit information from the children, builds on what they already know, comments on the story, and keeps children engaged by asking them to predict what will happen next. Teacher also makes use of the illustrations which help learners follow the storyline; repeats language for emphasis and uses examples to highlight concepts, and modifies language by

offering alternatives and synonyms. Such input can be a very rich source of language learning and also serves as meaningful practice in listening. Language is picked up easily because stories contain repetition which makes linguistic input more noticeable. Songs, rhymes, and stories often use repetition to make the input salient in this way. Listening to stories, rhymes, and songs can also lead to learning the words and phrases by heart and this can be very useful because songs and rhymes contain reasonably fast connected speech in English, with shortened sounds and the use of 'schwa' [ə], such as in 'cutter' [ˈkʌtə]. These patterns will be picked up by the children without much effort because they are so salient in the input [2, p. 53].

An ELT (English Language Teaching) expert and teacher trainer, Dr. Ray Mackay awarded for his services to English teaching in India, points out, that memorizing and reciting rhymes and poems help develop oracy. Oracy is learning to produce the sounds of the language. He shows the 6 Rs that is the key characteristics of all rhymes [24]:

- Rhyme
- Rhythm
- Repetition
- Reception
- Retention
- Reproduction

As children have a natural capacity of rhythmic chants and they penetrate so deeply that they never forget them, teachers can use these advantages during language teaching. By the use of rhythmic chants teachers can practise pronunciation, speed, intonation and tone with young learners and of course it develops listening comprehension skill as well.

All parents and teachers who have observed children in learning situations can testify just how actively they are involved when they are interested. For example, they can be completely absorbed in the story that they are listening to or in the pretend game that they are playing. When they are motivated, children are happy to try new things and to experiment with ideas and thoughts in conversations with adults and teachers. Children learn through their explorations and play [25], and through opportunities to talk things through with others, usually adults. Teachers have to take advantage of this and use several methods for teaching the material through activities, games, songs, tongue-twisters, which are enjoyable for young learners while learning procedure remains unnoticeable [7, pp. 23-26]. For developing listening comprehension skill the listen and do/ listen and draw/ listen and colour/listen and read etc. type of activities are very useful, since during these activities children get a lot of directions which they have to understand to complete the task. It shows students that their peers are actively listening and paying attention, so it encourages them to do the same.

When young children are presented with familiar tasks, in familiar circumstances, introduced by familiar adults using language that makes sense to them, they show signs of logical thinking. Unfamiliar tasks, unfamiliar contexts, and unfamiliar adults can cause children anxiety and as a result they may perform well below their true ability or not respond at all to the questions or tasks. Wendy Arnold, a teacher and trainer, advises that acquisition proceeds best when ‘the acquirer’s level of anxiety is low and self-confidence is high’ [26]. This seems to enforce the importance of making the learning environment in our classrooms non-threatening. Many researchers have agreed that using songs in teaching English is not just giving a better feeling for children in the classroom, but through them teachers can develop the four language skills, especially listening skill [27]. They demonstrated that songs could be used as valuable tools in teaching pronunciation, intonation, rhythm, sentence structures and vocabulary. In addition, songs are useable for drawing students attention to mistakes or they could be sample for informal spoken language, which students have to face most often when meeting with native speakers or travelling to English speaking area. Native speakers put words together quickly in typical combinations and this is what makes them fluent, therefore it is also a good idea to use chunks as often as it is possible during language teaching. Such building blocks are often used in conversations and if young language learners can recognize and use them in appropriate situations it could be very useful for them.

Listening is an active process, as the mind actively engages in making meaning. It is therefore the teacher duty to ensure that the materials which are used comprehensible to the young learners, as well as within the range of what they are developmentally ready for.

1.6 The role of listening comprehension in English in the development of listening skills of upper-primary school pupils

During teaching English to young learners there is a big emphasis on developing good listening skills, as it is essential in foreign language learning. Similarly, it is fundamental to upper-primary school pupils during learning English as a foreign language. Given the importance of listening in language learning and teaching it is essential for language teachers to help their students become effective listeners. In the communicative approach to language teaching, this means modelling listening strategies and providing listening practice in authentic situations: these that learners are likely to encounter when they use the language outside the classroom. Therefore, all the advice that has been mentioned in point 1.5 is suggested in teaching English to older children.

On the other hand it is important to bear in mind some special features and characteristics of the group called upper-primary school pupils, as they and their needs differ very much from the group called lower-primary school pupils. Therefore, teachers have to pay attention to these

differences, such as their age and level of foreign language learning or the source and importance of motivation and self-confidence at the age of these students. All of these characteristics have a great influence on foreign language learning process. For this reason it is important to consider these characteristics thoroughly.

1.6.1 Age

When speaking about the group called upper-primary school pupils it involves students at the age between 11 and 15. Actually, this group can be divided into two smaller groups, as they still differ from each other [28]:

1. one group at the age between 11 and 12; they are children at the end of childhood, still not highly responsible adults, but able to making simple decisions and can take responsibility for them.
2. second group at the age between 13 and 15; they are adolescents in a very difficult physical and emotional period.

Dr. Ross Campbell draws our attention to the importance of considering the special features of these periods. Adolescents are children in a transition period, do not small adults. Usually parents and teachers commit an error when they regard teenagers as young adults, he says [29].

Puberty is a critical period when children have to go through physical and emotional changing in a short time. Peculiar to this period, that adolescents are confused almost on every field of their life therefore they show indifference, although refuse all forms of authority. Another characteristic is that inferiority complex on the higher level among teenagers while self-esteem and self-confidence are on a deeply low level. Dr. Urie Bronfenbrenner highlights that this is the most critical period of the life, if considering of a person psychical balance and development between doubts, emotional attacks and hardness [28, p. 175]. The only solution to this period seems to be love and respect, since the source of all anguish and suffering is the lack of felt loved and respected. Additionally, adolescents always like to be listened to which demand a special skill. Often, even adults fail to take into consideration the listener's point of view and level of knowledge which lead to misunderstanding [9, p. 311].

Teachers always have to keep in mind their student's special features as they have great influence on language learning.

Of course, there are both advantages and disadvantages in growing older.

Older learners can take more benefit than younger learners from formal, specialized, intellectualized teaching methods; the more sophisticated the learner, the more sophisticated the instruction that can be used upon him, and the greater the standard of achievement per hour of

instruction he will typically reach, says Strevens [14, p. 85]. Also, young learners will learn best through mimicry with speech training games for interest and for special points of difficulty, but with little or no use of phonetics; linguistically-sophisticated learners can profit more easily from phonetics, particularly from the deliberate use of drills and exercises in practical ear training and phonetics.

On the other hand, a disadvantage can be increased shyness. Most individuals become unwilling to make unfamiliar sounds, or to run the risk of committing errors of performance, in front of other people, especially at the age of adolescence. Another disadvantage can be greater reliance on writing. For young learners spoken language is the medium through which the new language is encountered, understood, practised and learnt [1, p. 18], on the contrary, the learner who is already literate in his mother tongue is likely to become increasingly dominated by the written form of language, rather than by speech. Often, it leads to the strange situation when outside of the target grammar structure that is used in the classroom students are generally unable to carry the most basic conversation. One reason for this is because they have been taught to rely too heavily on form (accuracy) and not enough on communication, says Masahiko Mikami & Brett Stendell [30]. Also, they highlight the importance of fluency and accuracy, saying, if too much attention is paid to specific language forms (targeted grammar) a particular mind set will be induced in students. When pressure is applied to students

a) to conform to the use of certain structures;

b) and to use these accurately,

the less likely it is that students will achieve acceptable levels of fluency and use “riskier” language structures.

However, the problem is that relying too heavily on a “communicative approach” gives students greater fluency but may be limiting in the long-term. Students gain the ability to solve communication problems quickly using chunks of readily available language, but may be unable to make measurable language progress in terms of language precision over the long-term [30]. As a consequence, it is important for language teachers to create situations which maximize the chances for a balance between these different goals while planning activities. For instance, activities where language use is not restricted and students have an opportunity to use all of the language they know to really communicate and activities that offer opportunities for language practice, for improving accuracy, for testing, for display.

As Widdowson maintains listening is the activity of recognizing what function sentences have in an interaction, what communicative value they take on as instances of use [12, p. 60]. Listening, therefore, is essential to complete language learning and anyway, listening tasks keep their value in foreign language learning at any age of learners.

1.6.2 Level

Teaching English as a foreign language to upper-primary school pupils means that at this age all individual language learner has a special background knowledge of learning a foreign language, they have a brought idea or method they are used to about language learning or may be some of them have met with English as a foreign language for the first time. Typical characteristic of the group called upper-primary school pupils that it means mixed ability students. It is therefore the teacher duty to ensure that the materials which are used comprehensible to the learners or not.

Furthermore, teachers have to take into consideration that learners have different learning styles, such as the auditory, visual and kinaesthetic one, so as being effective professionals teachers have to respond to learners' different needs and interests, says Lama Chehade [31].

On the other hand, teachers also have to pay attention to the important stages of second or foreign language acquisition. These stages are the same when learning our first or native language and can be observed on little children as well. According to Foppoli, there are five different stages in the second language acquisition process [32]:

1. *The Silent Period or Pre-Production*

Even though there is wealth of research on these different stages, out of these five periods, probably the most misunderstood, ignored or even unknown both by teachers and students alike is the first, the Silent Period. What is so peculiar about this period is that it has the special ability to make older learners anxious and drive teachers absolutely crazy. The main characteristic of this stage is that after some initial exposure to the language, the learner is able to understand much more than she or he can produce. In other words, at the level of comprehension, they manage to understand everything, but at the level of production they are not able to express everything they heard exactly the same way. English language learners at this stage will need much repetition of English language. Teachers should focus attention on listening comprehension activities and on building a receptive vocabulary. During this period students may have up to 500 words in their receptive vocabulary but they are not yet speaking.

2. *The Early Production Period*

This stage may last up to six months and students will develop a receptive and active vocabulary of about 1000 words. During this stage, students can usually speak in one- or two-word phrases. They can use short language chunks that have been memorized although these chunks may not always be used correctly. Some suggestions for working with students in this stage of English language learning:

- ask yes/no and either/or questions
- use pictures and realia to support questions

- build vocabulary using pictures
- provide listening activities

3. The Speech Emergence Period

On this stage students have developed a vocabulary of about 3000 words and can communicate with simple phrases and sentences. They are able to ask simple questions that may or may not be grammatically correct. They are also initiate short conversations with classmates, understand easy stories with the support of pictures, match vocabulary words to definitions, understand teacher explanations and directions, complete graphic organizers with word banks, write and illustrate riddles.

4. The Intermediate Production Period or Intermediate Fluency

English language learners at the intermediate fluency stage have a vocabulary of 6000 active words. They are beginning to use more complex sentences when speaking and writing and are willing to express opinions and share their thoughts. Comprehension of English literature and social studies content is increasing. At this stage, students will use strategies from their native language to learn content in English. This is the time for teachers to focus on learning strategies.

5. The Advanced Production Period or Advanced Fluency

It is the last stage of language acquisition, although at the beginning of this stage, students need continued support from classroom teachers especially in writing. Students at this stage will be near-native in their ability to perform in content area learning. It is important to keep in mind that it takes students from 4-10 years to achieve cognitive academic language proficiency in a foreign language.

As Judie Haynes says, all new learners of English progress through the same stages to acquire language. However, the length of time each student spends at a particular stage may vary greatly because it depends on many personal and individual variables that come into play [33].

Hence teachers have to take responsibility for measuring their students' level of foreign language acquisition and use appropriate methods to develop their language skills and help them to step from one stage to a higher one.

1.6.3 Motivation

When considering about foreign language teaching to upper-primary school pupils, motivation seems to be a basic factor with a great influence on students' willingness of foreign language learning.

As Visnevskij suggests, as a matter of fact, it seems to be easy to acquire a foreign language if it includes to the interest of the student. This interest could be influenced by many

factors, such as the personality of the foreign language teacher, the general attitude to this foreign language in society, or learner's personal plans in the future concerning the foreign language. All of these factors serve as stimulators urging desire in the student to acquire the language. Without desire or motivation even the best methods and procedures result in vain and seem to be fruitless [22, p.67]. Therefore, foreign language teachers should be aware of finding appropriate strategies and be creative to emerge students' motivation.

Especially, during developing listening comprehension skills it is enormously important that before listening students should be motivated to listen, so teachers have to try to select a text that they will find interesting and then design tasks that will arise students' interest and curiosity. Choosing exciting themes and stories could keep students' attention and leads to get a real sense of achievement in completing listening tasks. Such kind of listening activities that evolve interest in students proved to be methodologically effective. Hence, it could be suggested, that teachers should create learning environment and situations for developing listening comprehension skills by taking account to students' sphere of interest [22, p. 75].

Motivation can play a key role in language learning process therefore teachers always have to bear in mind when children are motivated, they are inclined to try new things and to experiment with ideas and thoughts.

1.6.4 Confidence

Giving the children confidence also a very important part of teaching a foreign language, especially talking about listening comprehension skill when children should understand something new and compare with meaning.

Previous studies have reported [34], that although it is not always included in discussions of the language learning process, self-confidence is normally assumed to have an influence in successful learning. When affective factors are explicitly discussed, there seems to be a consensus that the general notion of self-esteem may be a crucial factor in the learner's ability to overcome occasional setbacks or minor mistakes in the process of learning a second language. Thus, it is important to take account this factor during foreign language learning.

Teaching listening skills is one of the most difficult tasks for teachers, because it demands lots of practise and often it is frustrating for students because there are no rules as for instance in grammar teaching. Several studies have been carried out on researching the role of confidence in language learning [34] and it was found if listeners identify a message correctly, but have little confidence in the accuracy of that identification, they may hesitate or refuse to respond to the message until it is repeated or clarified. On the other hand, a listener may understand a message incorrectly but, due to a high level of confidence in his of her ability, may

fail to recognize that the perception is incorrect and produce a totally inappropriate response. These findings further support the idea of developing healthy self-esteem and confidence will positively influence students' progress in language learning.

Furthermore, one of the largest inhibitors of students is often mental block. While listening, a student suddenly decides that he or she does not understand what is being said. At this point, many students just caught up in an internal dialogue trying to translate a specific word. Some students convince themselves that they are not able to understand spoken English well and create problems for themselves. To avoid this kind of situation it is suggested to enforce the importance of making the learning environment not frustrating. As Cameron highlights, the activities that happen in classrooms create a kind of environment for learning and, as such, offer different kinds of opportunities for language learning [1, p. 20]. As a consequence, it is the responsibility of the teacher to prepare appropriate tasks and avoid situations when students could feel anxiety or stress about listening process. For instance, teachers should not expect them to always understand every word and learners should know this. For the purpose of avoiding fear and anxiety teachers always have to explain why the children have to listen, what the task is so the learners are clear about why they are listening, what the main point or purpose of the activity is. Helping children develop specific strategies for listening also could solve some difficulties.

Summary to Part 1

There are four language skills that are needed for complete communication, namely listening, speaking, reading and writing. As has been noted, developing good listening skills plays an essential role during the foreign language learning process and listening is one of the basic skills from the four language skills in learning English as a foreign language. Additionally, teachers have to take into consideration all the main characteristics and features of the foreign language acquisition process as well as meet the foreign language learner's demands. For this reason, such characteristics as the foreign language learner's age, level of language knowledge, motivation factor and confidence factor have to be taken into account.

PART 2

Listening comprehension in English: tasks for upper-primary school pupils

Instructors want to produce students who, even if they do not have complete control of the grammar or an extensive lexicon, can fend for themselves in communication situations. In the case of listening, this means producing students who can use listening strategies to maximize their comprehension of aural input, identify relevant and non-relevant information, and tolerate less than word-by-word comprehension. To accomplish this goal, teachers have to take into account all special characteristics of the language learner.

Effective language teachers show students, how they can adjust their listening behaviour to deal with a variety of situations, types of input, and listening purposes. Also, teachers should help students develop a set of listening strategies and match appropriate strategies to each listening situation.

Listening strategies are techniques or activities that contribute directly to the comprehension and recall of listening input. Listening strategies can be classified by how the listener processes the input [35].

Top-Down Strategies

Top-down strategies are listener based; the listener taps into background knowledge of the topic, the situation or context, the type of text, and the language. This background knowledge activates a set of expectations that help the listener to interpret what is heard and anticipate what will come next. Top-down strategies include:

- listening for the main idea;
- predicting;
- drawing inferences;
- summarizing;

Bottom-Up Strategies

Bottom-up strategies are text based; the listener relies on the language in the message, that is, the combination of sounds, words, and grammar that creates meaning. Bottom-up strategies include:

- listening for specific details;
- recognizing cognates;
- recognizing word-order patterns.

By raising students' awareness of listening as a skill that requires active engagement, and by explicitly teaching listening strategies, teachers help their students develop both the ability and the confidence to handle communication situations they may encounter beyond the

classroom. In this way they give their students the foundation for communicative competence in the new language.

For the purpose of better understanding and analysing the use of these strategies, some advice and tips were gathered. In addition, these ideas are supported by some typical sample exercises.

2.1 General advice and tips

Numerous studies have attempted to explain the peculiarities of effective listening skill development and suggest some advice, as follows [36].

Pre-Listening Activities

Use pre-listening activities to prepare students for what they are going to hear of view. The activities chosen during pre-listening may serve as preparation for listening in several ways.

During pre-listening the teacher may:

- assess students' background knowledge of the topic and linguistic content of the text;
- provide students with the background knowledge necessary for their comprehension of the listening passage or activate the existing knowledge that the students possess;
- clarify any cultural information which may be necessary to comprehend the passage;
- make students aware of the type of text they will be listening to, the role they will play, and the purposes for which they will be listening;
- provide opportunities for group of collaborative work and for background reading or class discussion activities.

Sample pre-listening activities:

- looking at pictures, maps, diagrams, or graphs;
- reviewing vocabulary or grammatical structures;
- reading something relevant;
- constructing semantic webs (a graphic arrangement of concepts or words showing how they are related);
- predicting the content of the listening text;
- going over the directions of instructions for the activity;
- doing guided practise.

While-Listening Activities

While-listening activities relate directly to the text, and students do them during or immediately after the time they are listening. Keep these points in mind when planning while-listening activities:

- if students are to complete a written task during or immediately after listening, allow them to read through it before listening. Students need to devote all their attention to the listening task. Be sure they understand the instructions for the written task before listening begins so that they are not distracted by the need to figure out what to do.
- keep writing to a minimum during listening. Remember that the primary goal is comprehension, not production. Having to write, while listening, may distract students from this primary goal. If a written response is to be given after listening, the task can be more demanding.
- organize activities so that they guide listeners through the text. Combine global activities such as getting the main idea, topic, and setting with selective listening activities that focus on details of content and forms.
- use questions to focus students' attention on the elements of the text crucial to comprehension of the whole. Before the listening activity begins, have students review questions they will answer orally or in writing after listening. Listening for the answers will help students recognize the crucial parts of the message.
- use predicting to encourage students to monitor their comprehension as they listen. Do a predicting activity before listening, and remind students to review what they are hearing to see if it makes sense in the context of their prior knowledge and what they already know of the topic or events of the message.
- give immediate feedback whenever possible. Encourage students to examine how or why their responses were incorrect.

Sample while-listening activities:

- listening with visuals;
- filling in graphs and charts;
- following a route on a map;
- checking off items in a list;
- listening for the gist;
- searching for specific clues to meaning;
- completing cloze (fill in) exercises;
- distinguishing between formal or informal registers.

When designing listening tasks, teachers should keep in mind that complete recall of all the information in an aural text is an unrealistic expectation to which even native speakers are not usually held. Listening exercises that are meant to train should be success-oriented and build up students' confidence in their listening ability. Sheila Thorn argues for the danger of using listening passages solely for comprehension purposes because this can lead to a pass/fail view of

listening, where students feel demoralised if they get too many answers wrong. Once the students have gained more confidence in listening, the teacher can gradually provide more challenging passages and exercises, she says [37]. Accordingly, teachers should focus on the process of listening rather than on its product.

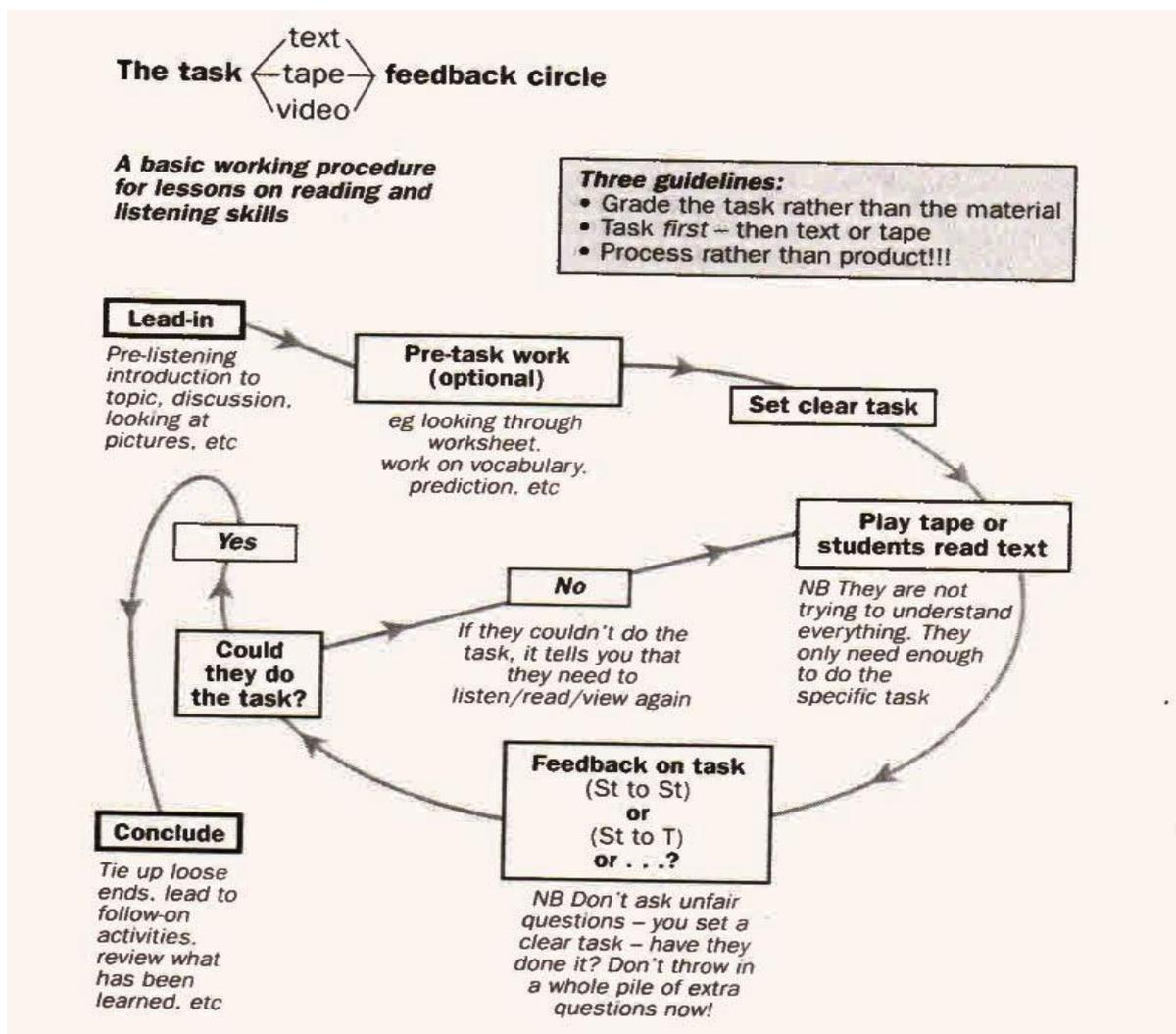
Diana Pilip draws our attention to beneficial results of using songs during developing listening comprehension skill. Due to the fact, that nowadays most children, teenagers as well as adults are fond of listening to music, she says, songs are the powerful stimulus for pupils. Students can make a satisfactory connection between the world of leisure and the world of learning in the classroom. By using songs it is possible to rank the following: practising the rhythm, stress and intonation patterns of the English language, teaching vocabulary and grammar, developing listening comprehension, writing skills and speaking. She also offers some tips how can be songs used in class [8]:

- *Listening comprehension*: use the text as a normal listening text with the bonus of hearing it sung afterwards.
- *Listen and discuss*: get pupils to listen to the whole song once or twice, or to a shorter section. Discuss what happened, reactions, interpretations, predictions.
- *Gapped text*: give pupil the lyrics with certain words blanked out. They have to listen carefully and fill in the missing words.
- *Song jumble*: cut the lyrics up into separate lines. In small groups, pupils try to work out the original order. When ready, they listen and compare their guess with the actual song.
- *Sing along*: the aim is to learn the tune and to get the rhythm well enough to sing along with the original order.
- *Matching pictures*: there are pictures connected with the song, students have to listen and put them in the order in which they hear in the song.

On the other hand Masahiko Mikami & Brett Stendell highlights some disadvantages of using songs in class [30]. They suggest that too much volume and any songs that are too popular or have students' mother tongue lyrics would distract the students' attention and may intrude on the activity. Hence, all the advantages and disadvantages of using songs should be taken into account.

Another important piece of advice is to define the activity's instructional goal and type of response. Each activity should have as its goal the improvement of one or more specific listening skills. A listening activity may have more than one goal or outcome. Recognizing the goals of listening comprehension in each listening situation will help students to select appropriate listening strategies.

The relationship between listening comprehension and the working procedure on developing listening skills has been widely investigated by Scrivener, who offers using a grading of tasks as a route-map through listening lessons (see the diagram below) [3, p. 150].



By starting with a simple task, letting students do it successfully, then moving on to set a more difficult task on the same tape, etc, the teacher can virtually let the class find its own level. Teacher should be aware stop setting new tasks when find the point at which students are beginning to struggle.

Additionally, Visnevskij considers that listening for the first time gives opportunities for students to adapt themselves to the speed and voice of the listening material since provide comprehension. However, listening for material more than three times is inexpedient. In case of students fail to complete the exercise suggests of choosing inappropriate task to the students' level of knowledge [22, p. 90]. For this reason it is important for teachers to prepare thoroughly for a listening activity to make it successful.

Students need to listen to English as often as possible, but they should listen for short periods of time. Length of listening material depends on the students' level of knowledge. At the

beginner level it should be about 1 minute, at the higher level about 2-3 minutes and at the intermediate level about 5-8 minutes [11]. But teachers always have to keep in mind that listening activity is demanding and hard work, therefore they should be careful not to overburden the attention of beginning or intermediate listeners.

Another activity for exercise listening skills could be dictation. It helps teachers to improve not only listening skills but even spelling, writing, and typing skills. During dictation, the child listens to teacher for three times by developing her short-term memory, learning new words, grammar structure, or revises. During the first reading, at normal speaking speed, the pupils should only listen. The teacher then reads the dictation for the second time, at a slightly slower speed. The pupils begin transcribing. The teacher then reads the dictation for the third time at normal speaking speed again including punctuation. During this reading, the pupils check their work and make any last changes. There are different types of dictations. By using different types of dictations the teacher increase pupil's attention and motivate them to listen.

2.2 Types of tasks

Several kinds of listening tasks could be found in different test books and course books. Even being a test ready-made or developed by a teacher him or herself, its immediate value is not in being or looking perfect or ideal but in how fit it is for some specific use. The model of test usefulness comprising such qualities as reliability, validity, authenticity, interactiveness, impact and practicality was suggested by Bachman and Palmer (1996). Coombe et al. (2007) complete the list of cornerstones of testing with transparency and security [38]. Test qualities in more details mean:

- *Reliability* – all variants of a test give same results, participants obtain same scores at different time and in different settings.
- *Validity* – only test the material that has been taught, various test formats to check different skills are used, familiar test formats are used.
- *Authenticity* – whenever possible, authentic materials are used in developing test tasks, test tasks mirror real-life situations and context of language use.
- *Interactiveness* – a test reflects the learners' actual language abilities, topical knowledge, interests, age.
- *Impact* – test results encourage better learning, test outcomes reflect good teaching practice.
- *Practicality* – timely feedback to students is essential, teacher needs to prepare copies, tapes, equipment, etc.

- *Transparency* – students are clear about the purpose of testing, formats used, time allowed and grading criteria.
- *Security* – leaks, cheating and collaborative test-taking are excluded.

All of these qualities have to be taken into consideration when preparing a test to measure students' knowledge of a particular topic.

Several types of tasks are suggested to use during developing good listening comprehension as follows:

Task type 1

When using ready-made textbook listening activities it often include a typical kind of True or False activity, which emphasize product (right or wrong answer) over process (how to get meaning from the selection). During this kind of activity students may feel anxiety for their performance or result, therefore, its use is suggested among intermediate level of learners. In general top-down strategy is used to complete this kind of exercise, for instance [39, p. 10]:

1 Listen to the conversation between Emi and Carlos¹ and tick T (True) or F (False) the statements.

- ___ 1. Children have time for extracurricular activities at the summer language school.
- ___ 2. The boys have joined the jazz band.
- ___ 3. Emi plays the trumpet.
- ___ 4. There is the cultural presentation on Wednesday.
- ___ 5. Carlos can watch Emi play the musical instrument next week.
- ___ 6. Emi is busy and can't see the basketball game.

Tape script of task type 1

Emi: We are having a fabulous rest here, I think. Interesting lessons, wonderful parties, educational trips... There is something new to learn every day. What I like most is the chance to participate in extracurricular activities. I've joined the jazz band.

Carlos: That's great! Jazz is one of the greatest forms of music originating from the USA. Most people have heard of stars like Ella Fitzgerald and Louis Armstrong. In Britain jazz attracts a small but enthusiastic audience. The home of jazz in Britain is Ronnie Scott's club in London. What musical instrument do you play?

Emi: I play the trumpet and Denis plays the saxophone. We are going to take part in the cultural presentation next week. You'll be able to hear me play. What club have you chosen for yourself?

Carlos: I am fond of sports and games. My favourite sport is basketball. I am in the school team. There is the basketball game on Wednesday. Come to the sports ground and watch me play.

Emi: What great pleasure! I'd like to come. Thank you for the invitation.

Task type 2

As has been mentioned above a good solution could be for testing listening comprehension is dictation. This kind of dictation includes to TPR methods and could be useful in teaching beginners at the age 11 to 13. In the following exercise pupils could just colour the ready picture or according to the directions they hear draw their own picture. Ready pictures will show the level of comprehension. [40, p. 33]

F: Chris, draw a house, please.

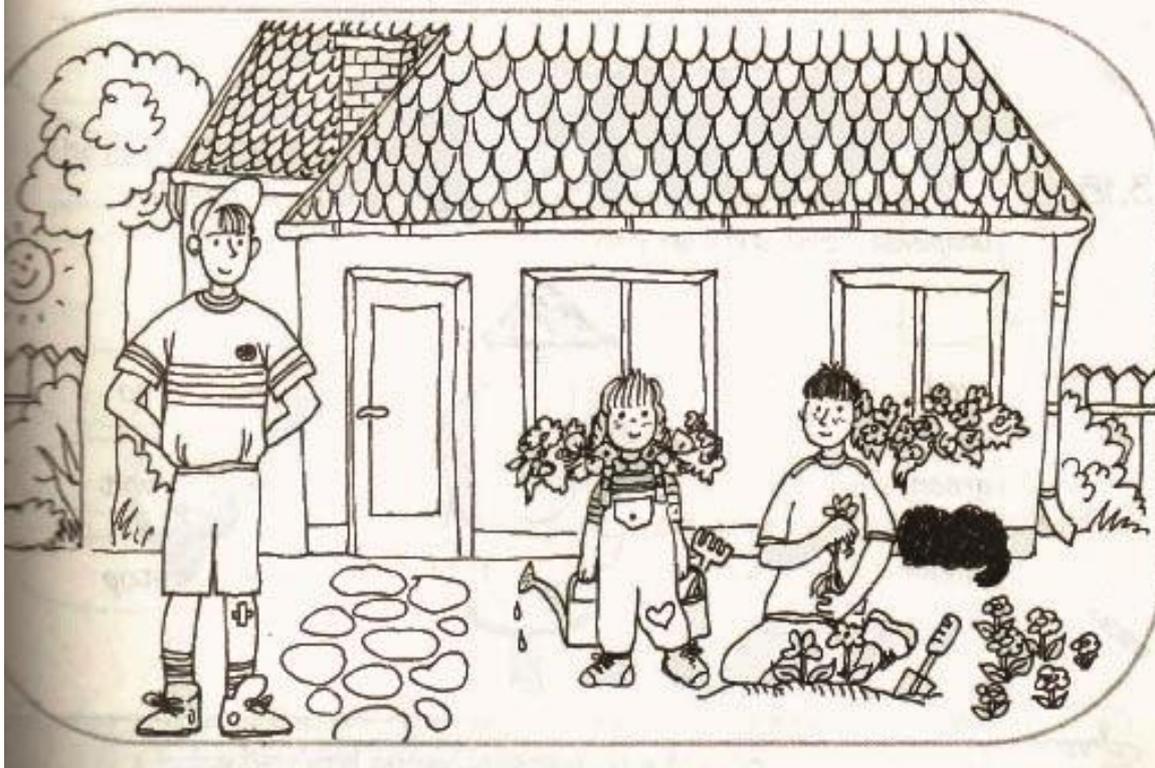
C: What colour is the house?

F: It's white. The roof and the chimney are red.

C: What colour is the door?

F: The door and the windows are brown. Put orange and purple flowers in the windows. Now draw the garden. The trees are brown and green. The grass is green, too. The sun is above the trees. It's yellow. The sky is blue. But don't draw clouds in the sky, please. Oh, yes, and draw a big black dog in the garden.

F: O.K. And now you finish the picture. Fanny, Mickey and Chris are in the garden, too.



Task type 3

Storytelling is also an efficient way of developing listening comprehension as learners generally enjoy listening to short stories. Due to the fact that students have a real sense of achievement during listening to short stories when they are able to keep up with the storyline and comprehend some information it provides learners to keep paying attention and focus on the specific features of storytelling, like recognizing expressions and new words, collocations, grammatical forms, intonation, the rhythm of the language and appropriate pronunciation patterns.

Listening to short stories based on exercises can be used for developing good listening comprehension, acquire different way of pronounce the sounds of English language and of course it can be used for rewarding fine results or having some relaxing time and fun after hard work.

During storytelling teachers can use prepared recordings containing authentic resources, ask an English speaking person to come into the classroom and tell a story or the teacher him/herself can perform it. In the last two cases live listening opportunities have the advantages of deducing meaning from additional visual input, such as mimic, gestures or body language. Paying attention to these specific characteristics of spoken language students could develop strong communicative skills which could be useful in the future.

Storytelling also can be supported by visual aids for the better understanding. Pictures or objects related to the story often promote comprehension.

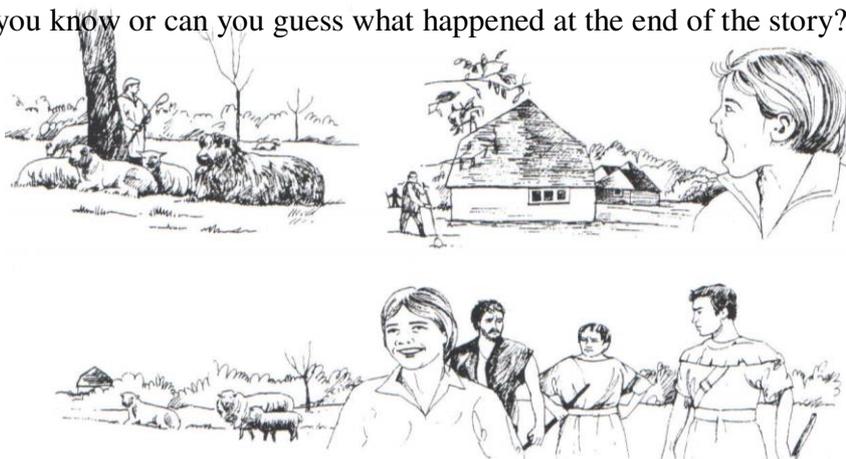
The following exercise is a good example of using storytelling for developing listening comprehension. It contains different kinds of activities, like predictions based on some pictures related to the story, expression of a personal opinion, pair work, practice pronunciation and intonation. [41]

The Boy who cried Wolf

PREPARATION FOR LISTENING

The pictures below tell part of a story.

- Can you explain what happened?
- Do you know or can you guess what happened at the end of the story?



LISTENING FOR SPECIFIC INFORMATION:

The Boy who cried Wolf

1. You are going to hear the whole story about the boy and the wolf.

Listen to find out what happened on the day the real wolf came.

2. After listening, tell your partner what happened, to see if you agree. Listen to the cassette again if you need to.
3. Below are the morals or lessons taken from four of Aesop's Fables.

Which one do you think fits 'The Boy who cried Wolf best?

- Don't try to be like other people. Be yourself.
 - People don't believe people who always lie.
 - Pride comes before a fall.
 - Greedy people get less in the end.
4. Why do you think the boy behaved like this?

PRONUNCIATION FOCUS: Linking words together

Look at the transcript of 'The Boy who cried Wolf on p. 126. Listen and repeat bits of it after the cassette.

Concentrate on linking words together.

Not: 'once/there/was/a/boy/who/lived/on/a/farm' X

But: 'once there was a boy/who lived on a farm' ✓

Tape script of task type 3

The Boy who cried Wolf

Once there was a boy who lived on a farm. Every day he had to take his father's sheep to a hill a long way off, and he didn't like being there on his own. One day, he said to himself: 'If I shout "Wolf! Wolf!", then everyone will think a wolf is attacking my sheep, and they will all come running to help me.' So he called 'Wolf! Wolf!', and everyone came running to help him. When they saw that there wasn't any wolf, they were a bit cross, and went home again. This happened three times.

Then one day a real wolf did come. 'Help! Help! Wolf! Wolf!' cried the boy. But everyone said: 'It's that boy playing a joke on us again.' And nobody went to help him.

And do you know what happened? The wolf ate all the sheep.

Task type 4

The following task is a typical example of listening for details, when the bottom-up strategy should be used. The purpose of listening is recognizing phrases and ignoring the rest. Here a Pre-Listening exercise prepares students for the While-Listening exercise, which could be really helpful for learners. [39, p. 33]

Household Chores

- a) Listen and repeat the phrases below.
- b) Listen to the children talking about their household chores. Tick the phrases you hear.

___ to make the bed

___ to empty the waste bin

___ to change the sheets

___ to shake out the rug

___ to do the laundry

___ to weed the kitchen garden

___ to sweep the floor

___ to rake the leaves

___ to fold the clothes

___ to do the cooking

___ to polish the furniture

___ to dry the dishes

___ to clean the sink

___ to take out the garbage

Tape script of task type 4

A: Good morning, Molly. Have you made your bed yet?

B: No, I haven't. I haven't made my bed and I haven't changed the sheets yet. I am still sleepy. Can't I do this a little bit later?

A: You can if you want to wear your pyjamas all day long. Do you think it still wants to sleep?

B: Oh no. It knows that I am going to do the laundry in the morning. I am going to wash it.

A: That's sounds great. So you are going to do the laundry in the morning and what are your chores for the second part of the day?

B: I am going to help my mum to weed the kitchen garden. What are you going to do?

A: Well, today is my help-about-the-house day. I am going to sweep the floor and polish the furniture.

B: OK. Housework will keep us busy for some time.

Task type 5

This kind of listening activity focuses on the relationship between developing appropriate pronunciation and correct spelling. Bottom-up strategy should be chosen for completing the task as it demands the ability to distinguish between different morphemes (listening for specific details).

Writing during listening may harden the task and could be confusing for participants.

On the other hand examples on top of the columns and background grammar knowledge could help pupils to complete the task. [40, p. 98]

How do we say the -s endings?

Listen and write the words in the correct group.

The worksheet is designed for a listening activity. It consists of three vertical columns, each with a phonetic label in a circle at the top: [s], [z], and [ɪz]. Above these columns are four ovals containing words to be categorized. The first oval contains 'closes, puts, works, brings'. The second contains 'passes, snows, sends, watches'. The third contains 'helps, rests, teaches, leaves'. The fourth contains 'goes, cooks, washes, gets'. Each column has several horizontal lines for writing the words into the correct group.

Task type 6

The following task demands listening for the main idea which belongs to top-down strategies. Students have to activate background knowledge of the topic in order to predict content. By using graphic table to summarize speakers and their statements better understanding can be supported. It is a good way to help listeners in completing the task. [39, p. 224-225]

Listen to the children talking about their leisure time activities.

Tick what they especially like about going to the cinema or to the theatre.

Statements	Julia	Stephen	Peter
Likes visiting new places with the favourite characters.			
Learns a lot of new facts while watching films and performances.			
Enjoys watching a theatrical performance more than watching films.			
Imagines living in the world created by actors or actresses quite easily.			
Finds the answers to the questions while watching a film or a theatrical performance.			
Thinks that it is very important to be an active participant of a film or a theatrical performance you watch.			

Tape script of task type 6

Julia: When I have free time I enjoy reading a book, watching a film or a theatrical performance. I like visiting new places with my favourite characters. I always try to become a part of adventure. It is not difficult for me to imagine myself living in the world created by actors or actresses. I can do this quite easily. I think I am a very attentive viewer. It is very important to be an active participant of a film or a theatrical performance you watch.

Stephen: My name is Stephen and I live in Manchester. Manchester is an old city in England. I have got many friends. Many of them are my classmates. They are very nice people. We often play football after classes. Sometimes we go to the theatre or to the cinema with our teacher. I always follow a play or a film plot very attentively. Sometimes I agree with the way the main characters act, sometimes I don't. But I can always find the answers to my questions about the way we have to behave. I even enjoy watching a theatrical performance more than watching films. I think that theatre actors and actresses are much closer to the audience than they are to the film viewers.

Peter: To my mind, watching a film is as exciting as watching a theatrical performance many people can find answers to their questions when they watch them I also learn a lot of new facts while watching films and performances. I think that it is very important to be an active participant of a film or a theatrical performance you watch, the world of cinema and theatre gives us a chance to cast a glance at ourselves and become better.

Task type 7

Fill in the gap types of tasks are suggested to intermediate students. In this stage teachers should work with the idea of increasing the number of 'live' listening opportunities, such as recorded voices from TV programmes, weather forecasts, radio reports, etc.[42] Students may benefit from authentic real-life language usage and adapt some specific feature of spoken language, like intonation, stress, rhythm and abbreviation forms. Such kind of activities often can be found in English course books, for instance [43, p.32]:

LISTENING

a Listen to part of a radio programme where Andy Evans talks about bungee jumping and complete the sentences. You sometimes have to write more than one word.

- 1 The first bungee jumpers were discovered on the island of Vanuatu, which is in the _____.
- 2 Young men called 'land divers' used to jump off platforms with vines tied to _____.
- 3 In 1979 Chris Baker and three friends jumped off the Clifton Suspension Bridge in the city of _____, using a rope called a 'bungee'.
- 4 Immediately after the team had jumped, they _____ by police.
- 5 However, people carried on doing bungee jumps, especially in _____.
- 6 Many people did jumps from the Golden Gate _____ in San Francisco.
- 7 Some of the jumps were sponsored by _____ television.
- 8 Fatalities sometimes occur when people use a bungee which is _____.
- 9 Calculations and fittings should be _____ checked before each jump.

b Listen again with the tapescript on p.76 and try to guess the meaning of any words that you don't know. Then check in your dictionary.

Tape script of task type 7

Presenter: And I'd like to welcome Andy Evans, the Director of Extreme Sports United to the programme today. Andy, your speciality is bungee jumping, isn't it?

Andy: Yes, it is.

Presenter: Can you tell us something about bungee jumping? Whose idea was it?

Andy: Well, bungee jumping has been around for centuries, but it wasn't discovered in the West until relatively recently. It originated on the South Pacific island of Vanuatu, where young men known as 'land divers' used to perform the ritual of jumping from tall wooden platforms with vines tied to their ankles.

Presenter: And when did 'land diving' actually become a sport?

Andy: Well, the first modern bungee jump happened about 20 years later in Bristol in the UK. A man called Chris Baker used a kind of elastic rope to make a bungee – that's the name of the rope – and four members of the Dangerous Sports Club made a jump from the Clifton Suspension Bridge on 1st April 1979. They were arrested almost immediately afterwards, but people continued jumping off bridges, especially in the States. For example people did bungee jumps from the Golden Gate Bridge in San Francisco. In fact some of these jumps were sponsored by American television and so this brought the concept of bungee jumping to the public eye and then of course lots of people wanted to try it themselves.

Presenter: How dangerous is bungee jumping? I mean have people been killed while they were bungee jumping?

Andy: Actually there have been relatively few fatalities considering the number of successful jumps that have taken place. By far the most important thing is to make sure the bungee – the rubber rope – is the right length. The most common cause of death is using a bungee which is too long, but in most cases the calculations and fittings are double-checked before each jump.

Presenter: How does it actually feel doing a bungee jump?

Andy: Well, many people say they love the feeling of falling so fast, but personally the bit I really like best is when the bungee reaches its full extent and then you fly back upwards again. You just can't beat that feeling of flying back up after you've nearly hit the ground.

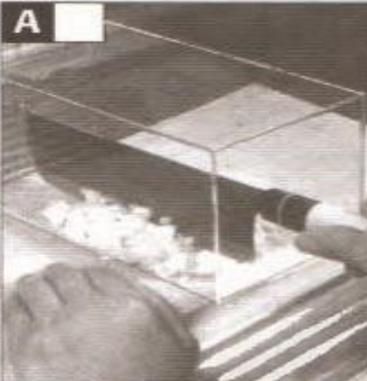
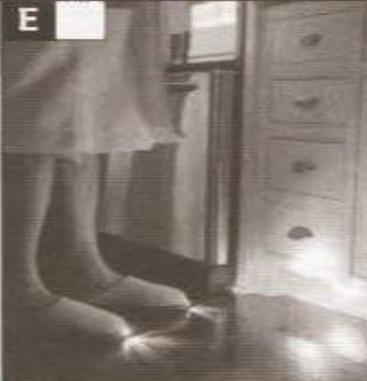
Task type 8

Listening activities supported by pictures always increase students' attention. Taking advantages from student's curiosity it could be a great opportunity developing listening skills during learners try to concentrate and make sense of the visual and aural input and compare them.

Additionally, background knowledge of the topics that could be seen in the picture could help better understanding. Also, pictures could evolve some predictions around the theme and activate a set of expectations that help the listener to interpret what is heard and anticipate what will come next. This kind of activity demands top-down strategies. [43, p. 62]

LISTENING

a Listen to two people talking about these inventions that never became popular. Number the pictures in the order they are mentioned.

A 	B 	C 
D 	E 	F 

b Listen again with the tapescript on p.78 and try to guess the meaning of any words that you don't know. Then check in your dictionary.

Tape script of task type 8

Simon: Hey Maggie, have you seen these inventions?

Maggie: No. Let me have a look.

Simon: They're really funny.

Maggie: Oh yes. Oh look, that one's useful isn't it?

Simon: Yes, it's always too hot when you take it out of the saucepan, isn't it?

Maggie: Yes, and you can't take the top off straight away. I think that could be handy. I'd quite like to have one.

Simon: Oh and look at these.

Maggie: What are they?

Simon: Oh, they've got a light to help you see when you go to the bathroom!

Maggie: Oh, I think they're great! You wouldn't have to wake everyone up any more.

Simon: How about this one?

Maggie: What's that? Do you think it keeps it cold?

Simon: Yes, it looks like that's what it's for. To keep it cold when you go for a picnic.

Maggie: It could be useful I suppose. Oh! Look at this one! How silly!

Simon: You mean you never get it all over your face?

Maggie: No, I don't actually. I never wear the stuff! But I know it can be difficult to put on sometimes.

Simon: What's that box for?

Maggie: I don't know. What are they doing?

Simon: I know! Those are onions! It's to stop you crying when you chop them up. What a good idea!

Maggie: It can't possibly work, though. I find the best thing is to open the window and get a bit of fresh air.

Simon: Yes, I suppose so. Look at the last one!

Maggie: Oh, that's ridiculous! How on earth can he ride it?

Simon: I've have got no idea! I can't work out how the wheel goes round.

Maggie: No. Good point. I really can't see how it would work.

Simon: They're good though, aren't they?

Maggie: Absolutely fantastic! I love them.

Summary to Part 2

During the foreign language learning process it is necessary to develop a set of listening strategies that can help solve the actual listening situation. These strategies or techniques can be improved mainly by using different kinds of activities and exercises especially designed for this purpose. All the advice and tips recommended in this part are represented by a sample exercise.

PART 3

Listening comprehension skills of upper primary school pupils in Transcarpathian Hungarian schools

A piece of research was carried out to measure the listening comprehension skills of upper primary school pupils in three Transcarpathian Hungarian schools. It was considered that quantitative measures would usefully supplement and extend the qualitative analysis. Therefore, it was decided that the best method to adopt for this investigation was to use test papers containing different types of tasks. Also, in order to understand what participants' attitude towards English language learning is and how English lessons are conducted, a series of questionnaires was administered to upper primary school pupils. There were no specific criteria for selecting the schools where measurements were carried out. In an attempt to make participants feel as comfortable as possible, the investigation was carried out in the participants' usual learning place and surroundings.

3.1 Participants

To measure the listening comprehension skills of upper primary school pupils in three Transcarpathian Hungarian schools, a random sample of students was recruited. Therefore, distribution by gender was not equal. The sample consisted of 166 students. All of the participants were aged between 11 and 15 in Forms 5 to 9 of the upper primary school and studied English as a Foreign Language. In order to identify the state of listening comprehension skills, the students were divided into two groups based on their age during completing the tests. One group contained participants at the age between 11 and 12 (in Forms 5 and 6) and another group contained participants at the age between 13 and 15 (in Forms 7 to 9). However, the same questionnaires were designed for all the participants regardless of their age. None of the students had specific educational background: most of them came across a foreign language for the first time at school.

3.2 Research instruments

In order to understand what participants' attitude towards English language learning is and how English lessons are conducted in different schools, a questionnaire survey was carried out among participants (see Appendix 1). The design of the questionnaires was based on closed format questions with multiple-choice answers and leading questions that implied a certain type of answer with one choice. For the purpose of analysis, questionnaires contained three multiple-choice questions about what kind of activities they usually complete during English lessons and four one-choice questions about the process of the English lesson and one question about how

much the learner likes the English as a Foreign Language lessons. The questionnaires were written in the participants' mother tongue (in Hungarian) for clarity and avoiding misunderstanding.

To measure the condition of listening comprehension skills of upper primary school pupils, two types of tests were designed in consideration of the participants' age. Due to the fact that students were divided into two groups based on their age during the investigation, one test was designed at the beginner level for the age between 11 and 12, another test was designed at the intermediate level for the age between 13 and 15. Both tests were the same in structure, they differed from each other only in difficulty and content. The test paper contained three kinds of tasks at different levels with demanding different listening strategies of completing the tasks. Thus, tests were built up as follows (see Appendices 2 and 3):

- pre-listening exercise, as a preparation stage for listening process;
- listening exercises, as an active listening stage of the process, containing two tasks: multiple-choice with one correct answer and gap-filling;
- post-listening exercise, as a production stage after the listening process.

All the research instruments were designed especially for carrying out this investigation about the listening comprehension skills of upper primary school pupils in Transcarpathian Hungarian schools.

3.3 Procedures of the research

To accomplish the goal of this investigation about measuring listening comprehension skills of upper primary school pupils, a questionnaire and a test were used. It was decided that the best method to adopt for this investigation was to use questionnaires first to control for bias. It was considered that test results would influence participants' attitude and answers in case of completing tests first and questionnaires after. This study seeks to understand participants' general and own attitude towards English as a Foreign Language learning, therefore it was a criterion to avoid bias or influencing students' opinion.

On the other hand, the purpose of this investigation was to measure the condition of listening comprehension skills of upper primary school pupils in Transcarpathian Hungarian schools. In order to identify it, test papers were used containing different types of tasks. For the purpose of analysis, the students were divided into two groups based on their age during completing the tests. Since both tests had the same structure, the research was conducted in similar ways among the two groups of participants.

The research was carried out as follows:

- During the pre-listening exercise participants had to work in pairs and talk about their special theme mentioning questions or any ideas around this topic. Students had to look through key words and questions in the exercises. As a last step in the preparation stage they had to listen to the conversation for the first time [44], so that participants could adapt to the pace, rhythm and voice of the listening task.
- During the listening exercises participants had a chance to listen to the conversation two times and choose the correct answers to each tasks. These two different tasks demanded different listening strategies in completing the exercises: multiple-choice with one correct answer (top-down strategy, listening for the main idea) and fill in the missing words (bottom-up strategy, listening for specific details);
- During the post-listening exercise students had to recall the information and language patterns that they had met during the listening process and complete the task without listen to the conversation again. This stage had the role of consolidation of new information.

Participants had 30 minutes to complete the tasks. In an attempt to make participants feel as comfortable as possible, the investigation was conducted by the participants' own teacher.

After participants had completed the tasks all the research instruments were collected and selected. Criteria for selecting the test papers were participants' age (in which group participants belonged to according to their age). Selecting test papers was necessary for the purpose of facilitating analysis, as tests for checking listening comprehension contained tasks at different levels and were different in maximum obtainable scores. After it, data were prepared and processed.

On the other hand, questionnaires were collected and processed together regardless of participants' age. It was considered that in case of questionnaire, by means of the participants' attitude is investigated towards English language learning and how English lessons are conducted in different schools, it is not needed to divide participants into two groups, as their age is not an influential factor of their opinion value.

3.4 Findings

Simple statistical analysis was used to summarise the collected data in case of tests for checking listening comprehension and questionnaires as well. For the purpose of clarity and better understanding results were represented in diagrams.

3.4.1 Questionnaire

Eight items on the questionnaire measured what participants' attitude is towards English language learning and how English lessons are conducted in different schools. Participants answered the questions as follows:

1. How much do you like the English lesson?

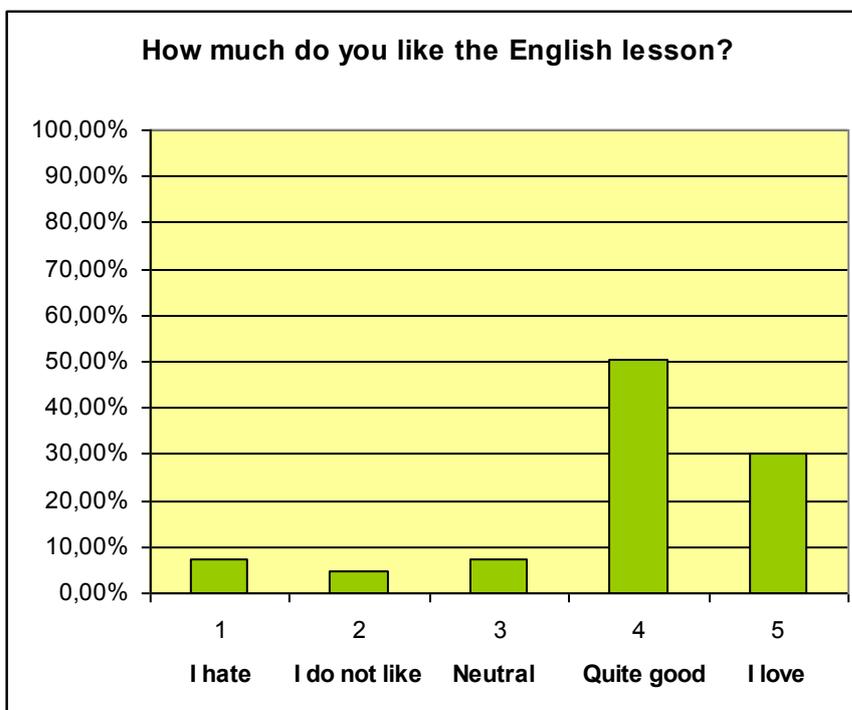


Diagram 1

Diagram 1 showed what participants' attitude is towards English language learning in general. In Diagram 1 the five possible answers from which participants could choose in case of Question 1, are represented on axis 'X' and the given answers are represented on axis 'Y' in per cent.

Data from this diagram pointed out, that students had a solid opinion about the English lesson. Only over 7% of them were neutral towards the question. On the contrary, over 50% of them chose the answer 'Quite good' and over 30% of them chose the answer 'I love' which means that over 80% of the students had positive attitude towards English language lessons. Although, over 7% of the participants chose 'I hate' and approximately 5% of them chose 'I do not like', which means that just 12% of the students had negative feelings about English language lessons. It can be highlighted that there was a significant positive difference between these two groups. Moreover, the overall response to this question was very positive.

2. What kind of activities do you usually complete at the English lesson?

As can be seen from Diagram 2, this question focused on how English lessons are conducted in different schools. In Diagram 2 on axis 'X' 13 kinds of activities are represented and the given answers are represented on axis 'Y' in per cent.

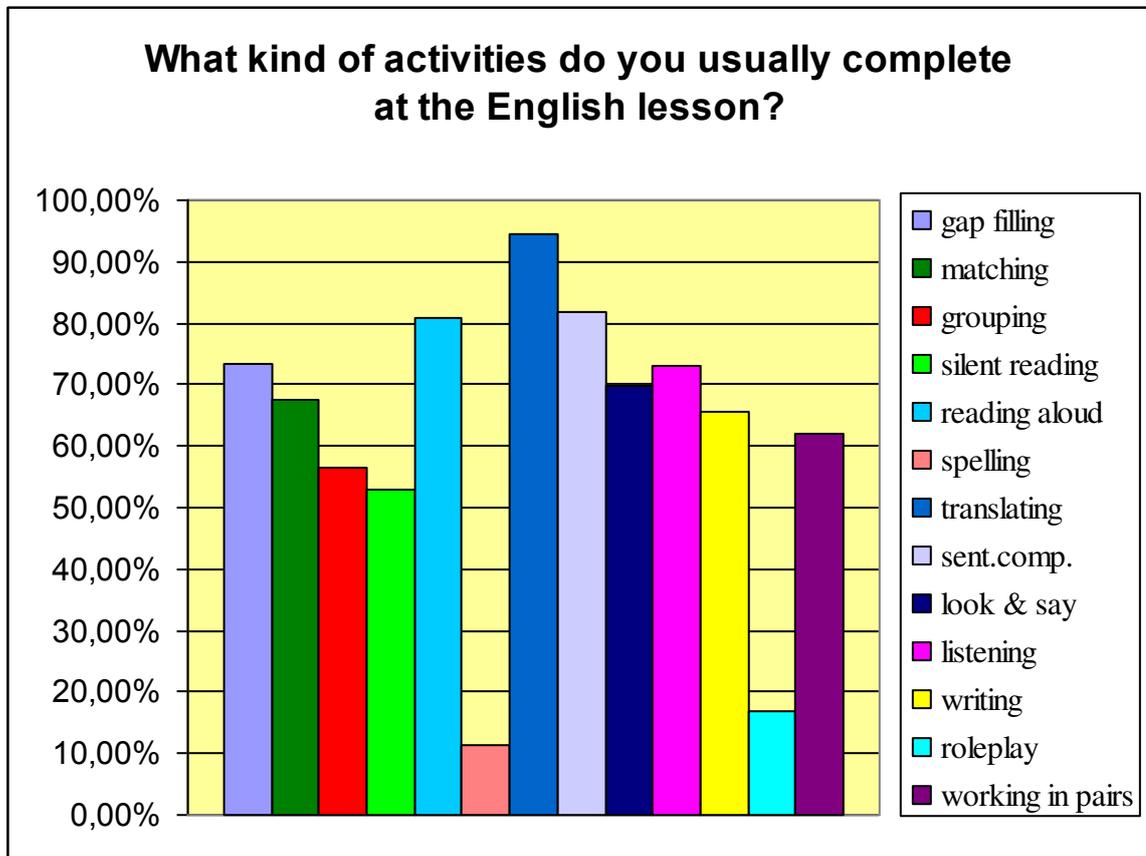


Diagram 2

Data from this diagram highlights how often different English lesson activities are used in those schools that participated in this investigation.

Activities fell into three main groups:

- the most often used (between 80-100%): translating (over 94%), sentence completion (82%), reading aloud (81%)
- often used (between 50-80%): gap filling (73.5%), listening (73%), look and say (70%), matching (67.5%), writing (65.5%), working in pairs (62%), grouping (56%), silent reading (53%)
- not often used (under 20%): role play (17%), spelling (11.5%)

From this data we can see that English teachers use various types of activities during the English as a Foreign Language lessons and put emphasis on developing all the four language skills, which are the foundation of the foreign language learning process.

3. What are your favourite tasks?

Diagram 3 shows the results of participants' positive opinion of the English lesson activities. In Diagram 3 on axis 'X' 13 kinds of activities are represented and the given answers are represented on axis 'Y' in per cent.

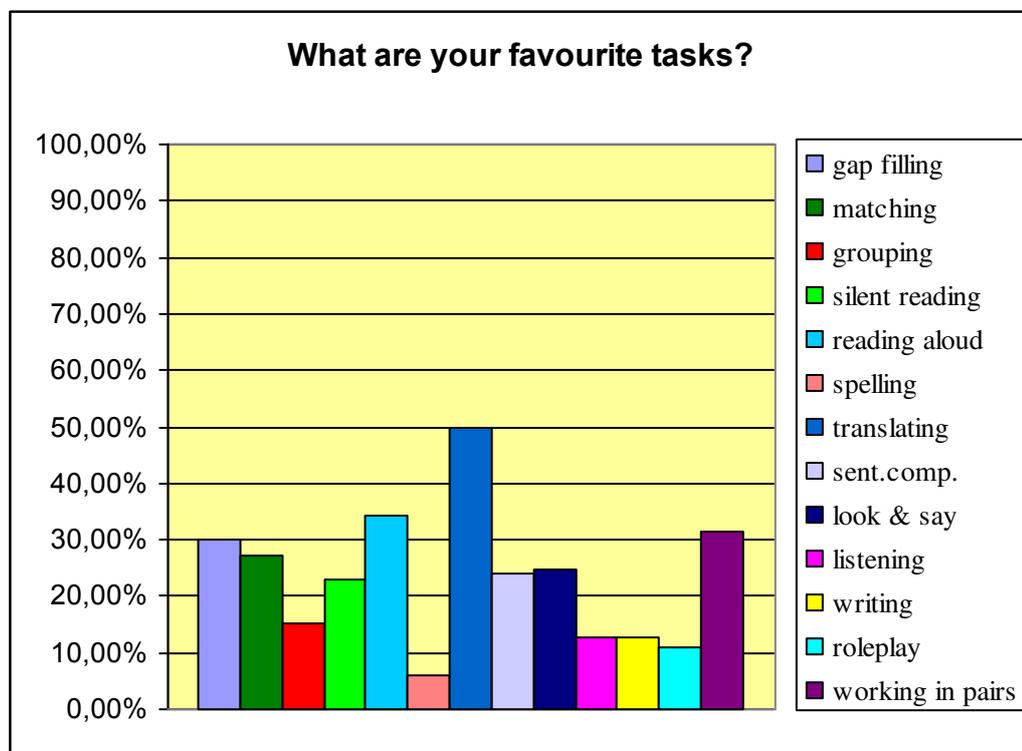


Diagram 3

In response to Question 3, half of the participants (50%) said that their favourite task is translating. It was a striking result. There was a significant difference between the result of translating and the results of the other kinds of activities, as they fell under 35%.

Results were formed as follows:

- translating (50%)
- reading aloud (34%)
- working in pairs (31%)
- gap filling (30%)
- matching (27%)
- look and say (25%)
- sentence completion (24%)
- silent reading (23%)
- grouping (15%)
- listening (13%)
- writing (13%)
- role play (11%)
- spelling (6%)

This diagram presents that students' opinion were divided concerning Question 3.

4. What kind of activities do you not like?

Diagram 4 shows the results of participants' negative opinion of the English lesson activities. In Diagram 4 on axis 'X' 13 kinds of activities are represented and the given answers are represented on axis 'Y' in per cent.

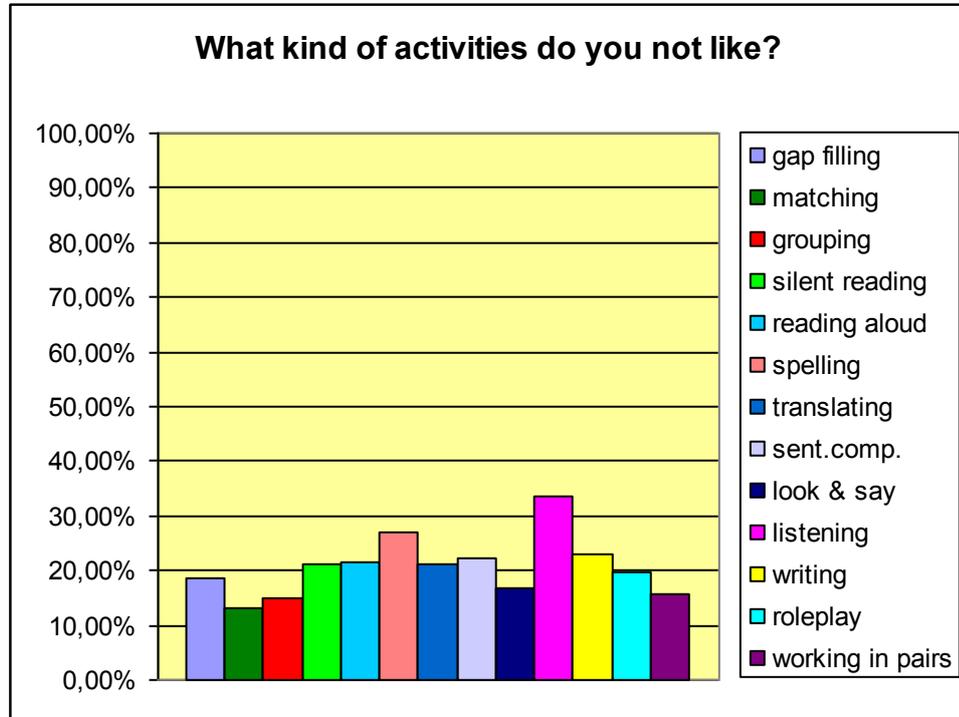


Diagram 4

As can be seen from the diagram above, results were almost equally divided in response to Question 4. Although, two outstanding results can be highlighted from the diagram, these are listening (34%) and spelling (27%).

All the other results fell between 23% and 13%, as follows:

- writing (23%)
- sentence completion(22%)
- reading aloud (21%)
- silent reading (21%)
- translating (21%)
- role play (20%)
- gap filling (18%)
- look and say (17%)
- working in pairs (16%)
- grouping (15%)
- matching (13%)

The questions in the second half of the questionnaire focused on listening skill development during English as a Foreign Language lessons. For the purpose of getting a clear and valid picture about listening comprehension skills development, this part of the questionnaire contained four leading questions with one-choice about the process of the English lesson. All the questions were designed that some connections can be made between the questioned activities and listening skills development.

5. How often do you complete listening tasks?

Diagram 5 presents the experimental data especially focusing on listening tasks. In this diagram the five possible answers, from which participants could choose in case of Question 5, are represented on axis 'X' and the given answers are represented on axis 'Y' in per cent.

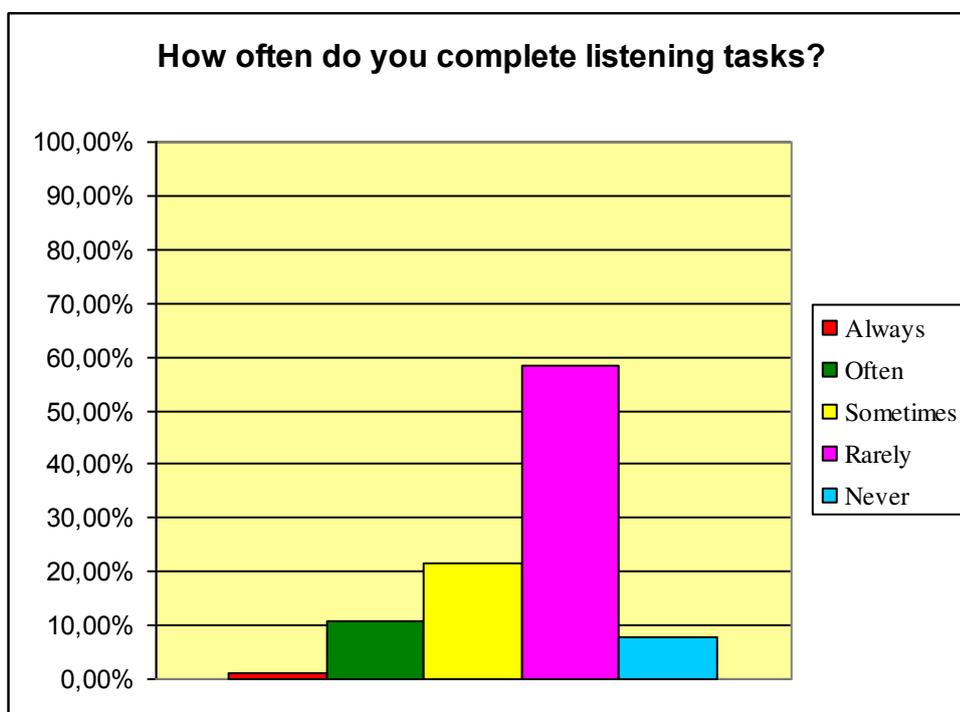


Diagram 5

It is apparent from this diagram that there was a conspicuously high result. Almost 60% of the participants answered 'Rarely' in response to the question. A minority of participants (21%) indicated the answer 'Sometimes'. Only a small number of respondents (10%) indicated 'Often' and it was almost equal of those (8%) who answered 'Never'. An insignificant number (1%) of those surveyed indicated 'Always', it means only 2 participants of 166.

The overall response to Question 5 highlights the first characteristic of listening comprehension skills development at the English lessons of Transcarpathian Hungarian schools where this investigation was carried out.

6. What language does your teacher use at the English lesson?

As can be seen from the diagram below, Question 6 concentrates on English teachers' role in the process of listening comprehension development. In Diagram 6 on axis 'X' five possible answers are represented and the given answers are represented on axis 'Y' in per cent.

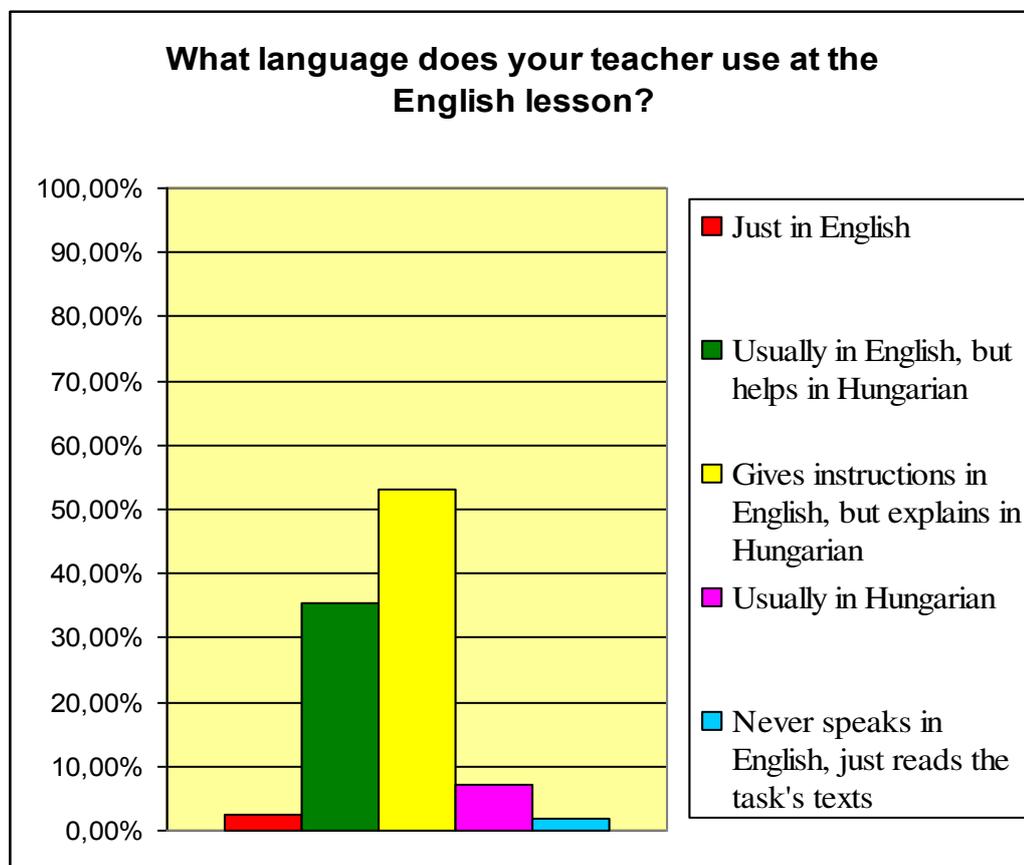


Diagram 6

It is apparent from this diagram that there were two outstanding results. In response to Question 6, more than half of those surveyed (53%) indicated the answer 'Gives instructions in English, but explains in Hungarian' and over 35% of the participants chose the answer 'Usually in English, but helps in Hungarian'. Also, there was a significant positive correlation between these two answers as they are similar to each other. It supported the idea, that approximately 88% of those surveyed reported that their English teacher usually or frequently uses the English language at the lessons.

Only a small number of respondents indicated the three other answers, and all of them were under 10%. As follows:

- 'Usually in Hungarian' (7%)
- 'Just in English' (3%)
- 'Never speaks in English, just reads the task's texts' (2%)

7. How much do you understand the teacher when she speaks in English?

To assess students' opinions about their listening comprehension level at the English lesson as perceived by them, Question 7 was used. The results obtained from the analysis of the answers are presented in Diagram 7. In this diagram on axis 'X' the six possible answers are represented and the given answers are represented on axis 'Y' in per cent.

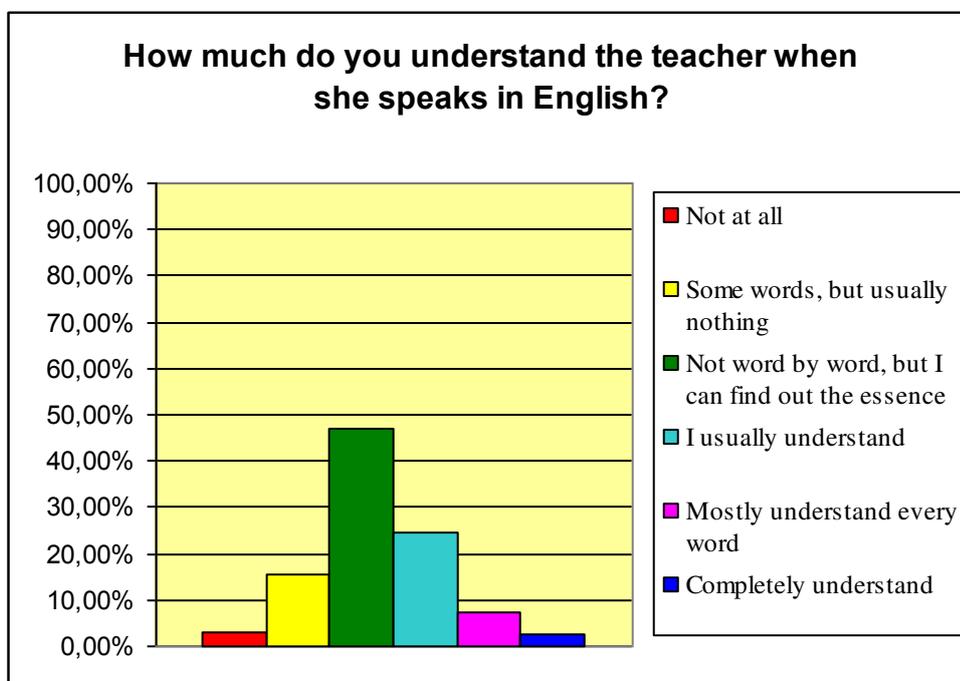


Diagram 7

It is apparent from this diagram that there was one outstanding result. Almost half of the participants (47%) chose the answer 'Not word by word, but I can find out the essence'. After it follows the answer 'I usually understand'. This answer was indicated by 25% of the respondents of the investigation. Further analysis showed that students' opinions about their listening comprehension level at the English lesson by their own account fell to these two possible answers for the most part. It was 72% of the respondents.

A small number of those surveyed (16%) suggested that they understand 'Some words, but usually nothing'. On the other hand, 7% of the participants chose 'Mostly understand every word' in response to Question 7.

A minority of participants indicated the answers 'Not at all' (3%) and 'Completely understand' (2%). These answers were insignificant.

8. How much do you understand listening tasks?

(at the lessons or English songs, films, ads, etc. when you came across them somewhere)

The last question of the questionnaire focused on further analysis of the students' own opinions about their listening comprehension level at the English lesson and in everyday life in general as perceived by them. Question 8 was designed in order to understand the students' attitudes towards the English language in their everyday life. In the diagram below we can see the obtained results. In Diagram 8 on axis 'X' the six possible answers are represented and the given answers are represented on axis 'Y' in per cent.

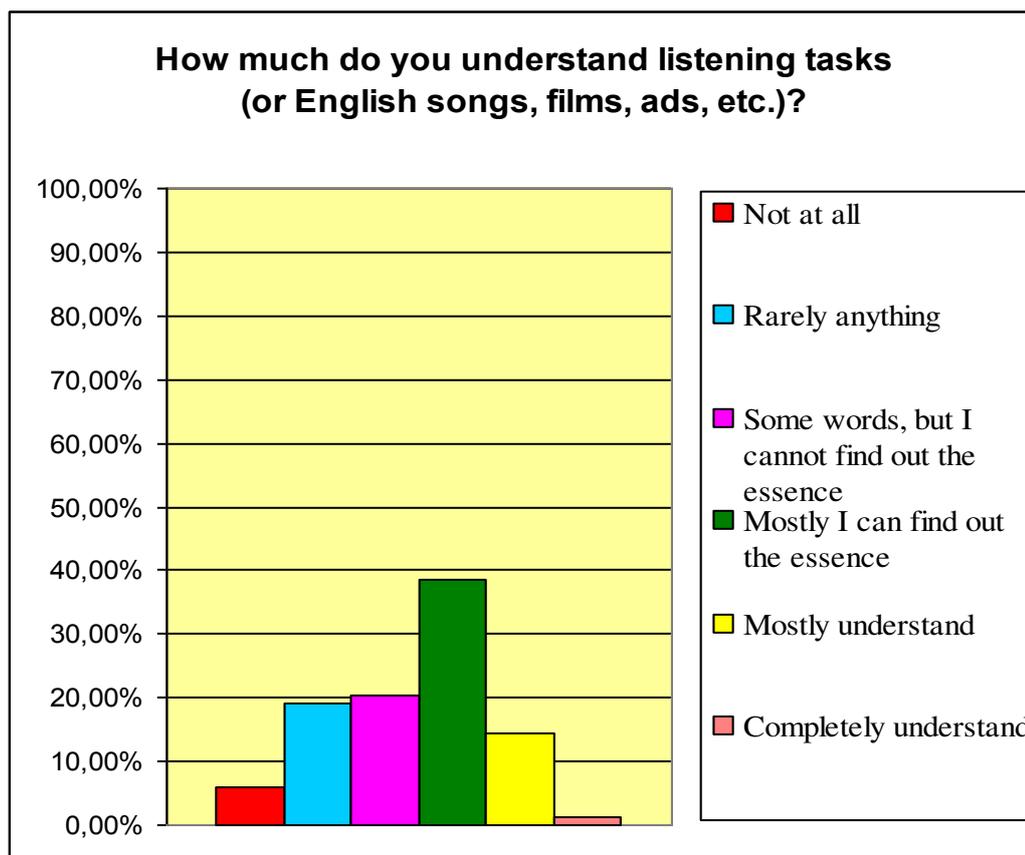


Diagram 8

It can be seen from the data in Diagram 8 that there was a significant outstanding result. 39% of the participants indicated the answer 'Mostly I can find out the essence'. Other responses to this question fell under 20%, as follow:

- 'Some words, but I cannot find out the essence' (20%)
- 'Rarely anything' (19%)
- 'Mostly understand' (14%)
- 'Not at all' (6%)
- 'Completely understand' (1%)

Only two of the participants indicated the answer 'Completely understand' and it was insignificant.

3.4.2 Test for checking listening comprehension

To measure listening comprehension skills of upper primary school pupils in three Transcarpathian Hungarian schools, test papers were used containing different kind of tasks. It was considered that quantitative measures would usefully supplement and extend the qualitative analysis.

For the purpose of measuring the condition of listening comprehension skills of upper primary school pupils, two different test papers were used with regards to participants' age. The results obtained from the analysis are presented in Diagram 9. In this diagram on axis 'X' the numbers of participants are represented and the test results are represented on axis 'Y' in per cent.

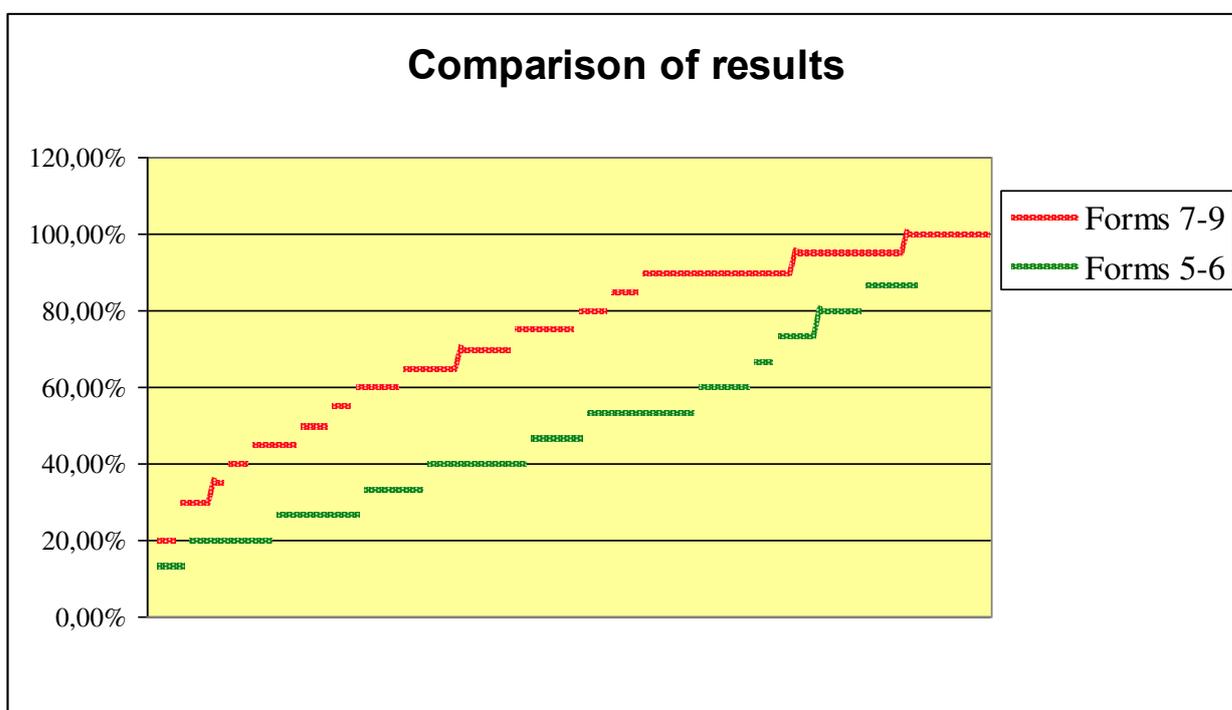


Diagram 9

Diagram 9 compares the experimental data on measuring the condition of listening comprehension skills of upper primary school pupils. It is apparent from this diagram that there was a significant difference between the two groups.

Further analysis showed that participants of Forms 7-9 performed at a higher level in general and participants of Forms 5-6 performed at a lower level. From the data in Diagram 9 it is apparent that there was a difference between the minimum and the maximum value of the accomplishments of the two groups. The minimum value of the obtained scores in case of Forms 7-9 was 15%, while it was only 6% in case of Forms 5-6. The maximum value of the achievements in case of Forms 7-9 was 100%. Moreover, there were instances from all the forms this group included, 11 cases altogether. On the contrary, in case of Forms 5-6 the maximum value could reach just 93%, only in one case.

3.5 Discussion and interpretation of results of the research

Eight items in the questionnaire measured what participants' attitude towards English language learning was and how English lessons were conducted in different schools. The results obtained from the analysis of the questionnaire data show that the overall responses to the questions were very positive.

Further analysis of participants' answers highlights the following outcomes:

3.5.1 Analysis and discussion of results of Question 1

As it can be seen from the data in Diagram 1, in response to how much participants like the English lesson, so what participants' attitude towards the English language learning is in general students' opinion fell into two main groups. Also, there was a significant difference between these two groups. While over 50% of them chose the answer 'Quite good' and over 30% of them chose the answer 'I love', it means that 80% of the students had positive opinion and it is an outstandingly high rate, the other group with negative attitude took approximately 12% including those, who chose 'I hate' over 7% of the participants and 5% of them chose 'I do not like'. So there is a huge difference between those who have positive and negative feelings about the English lesson. Due to the fact, that over 80% of those who were interviewed indicated that they like or love the English lessons, the conclusion can be drawn that foreign language learning is in a good position in the school subjects rank list according to students' opinion. These findings support the idea that English as a Foreign Language is among the favourite subjects of students in school. It is possible therefore that the participants' positive attitude makes positive influence on their school achievement in case of foreign language learning.

3.5.2 Analysis and discussion of results of Questions 2 and 3

As it was presented in Diagram 2, English teachers use various types of activities during the English as a Foreign Language lessons and put emphasis on developing all the four language skills. Of course some differences in frequency of using these various kinds of activities were observable. Activities fell into three main groups according to the frequency of using them in the English lessons.

On the other hand, further analysis and comparison of the results showed a significant correlation between how much some kinds of activities are favoured by students and how often they are used in the foreign language lessons.

For the purpose of analysis, results of Diagram 2 and Diagram 3 were compared and represented in Diagram 10.

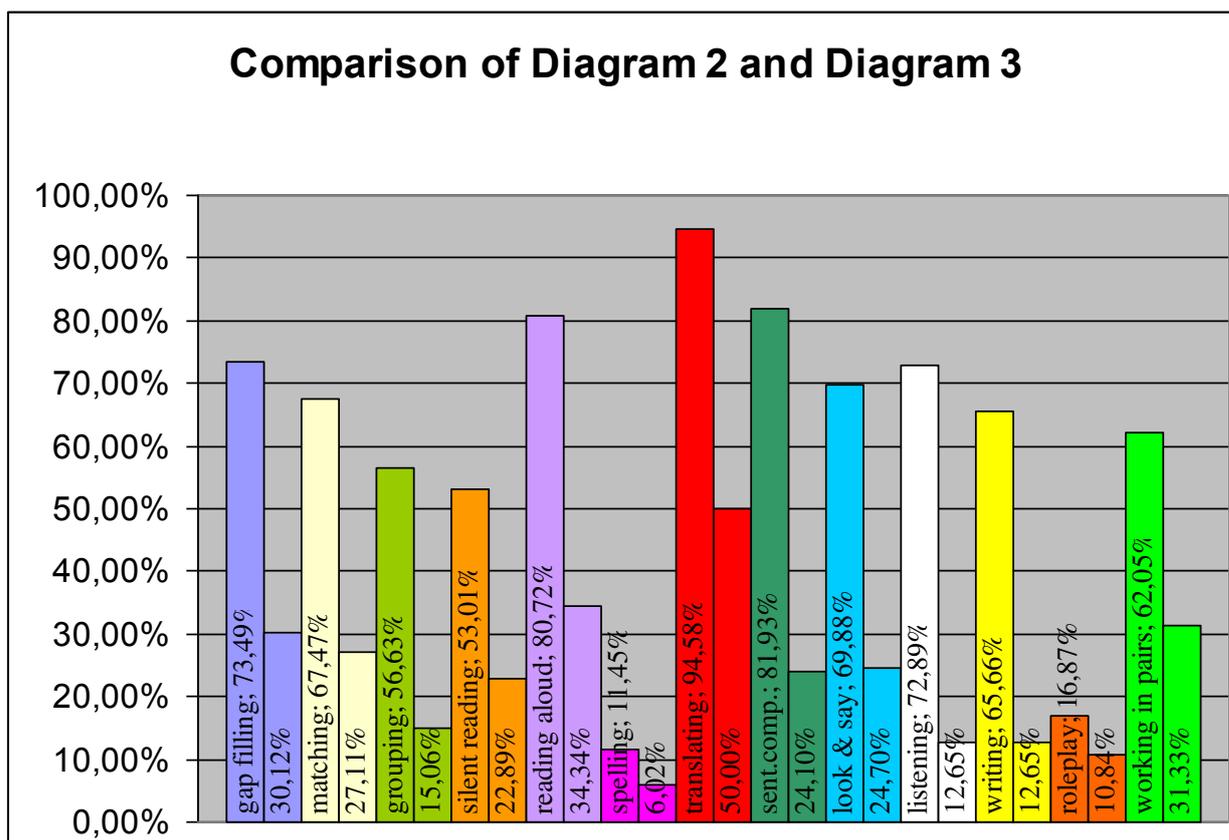


Diagram 10

As can be seen from the diagram above, a similar tendency of rising or falling of obtained results are observable. There are several possible explanations for this result.

First of all, the observed correlation between the frequency of using an activity and how much it is favoured by students might be explained in this way. If students are familiar with some activities and they are used to completing such kinds of tasks, they have positive attitude towards doing the tasks. For instance, in case of translating an outstanding result can be seen as 94% of the students indicated, that they usually complete this kind of activity and 50% of them chose that it is one of their favourite tasks. Similarly, the other most often used activities, like reading aloud, working in pairs, gap filling, matching are also the most favourite ones. Therefore, frequency of using some kinds of tasks could be a major factor, if not the only one, causing comfortable situations and raising self-confidence during completing tasks. As a consequence, learners are motivated to be involved in completing these activities and enjoy them.

It is somewhat surprising that high frequency of using a kind of activity did not lead to students getting bored with completing this task, but they like it.

Another unanticipated finding was that translating is the most often used activity in the English lessons, despite the fact that it is not a modern approach in foreign language teaching and several new methods and opportunities are available even in Transcarpathian schools.

3.5.3 Analysis and discussion of results of Questions 4 and 5

As it was seen in Diagram 4, there were two striking results in response to the question what kind of activities students do not like. Unfortunately, listening reached the highest rate on this scale.

It is difficult to explain this result, but it might be related to also the frequency of using this type of activity. Data from Diagram 4 can be compared with the data in Diagram 5 showing that almost 60% of participants indicated they complete listening tasks rarely in the English lessons.

Also, in case of spelling, what was the second highest result on the dislike list, a significant correlation is observable between the frequency of using it and students' negative opinions. Further analysis and comparison of results according to spelling in Diagram 10 and Diagram 4 draws our attention to the fact, that spelling was the most seldom used activity (11%), even less students favoured it (6%), but it was the second on the not favoured activities list (27%) after listening (34%).

These obtained results indicated in Diagram 4 further support the idea that rarely used tasks are unfamiliar to learners and completing these tasks makes them irresolute and anxious, therefore students dislike these activities.

3.5.4 Analysis and discussion of results of Question 6

Question 6 focused on the process of English lessons according to teacher's role in developing listening comprehension in the foreign language lessons. These findings presented in Diagram 6 supported the idea that approximately 88% of those surveyed reported that their English teacher usually or frequently uses the English language in the lessons. It can be therefore assumed that the main source of input according to developing listening comprehension skills during the foreign language learning process is the English teacher. These results are consistent with those of other results displayed in Diagram 5, showing that almost 60% of participants reported that they rarely complete listening tasks.

3.5.5 Analysis and discussion of results of Questions 7 and 8

Further analysis of Diagram 7 showed that students' opinion about their listening comprehension level in the English lesson as perceived by them fell to two possible answers for the most part: almost half of the participants (47%) chose the answer 'Not word by word, but I can find out the essence' and 'I usually understand' (25%). It was amount to 72% of the respondents indicated that they generally understand the teacher when she speaks in English.

On the other hand, only 39% of the participants indicated the answer 'Mostly I can find out the essence' in response to how much they understand listening tasks or other recorded audio materials (for instance, English songs, films, advertisements, etc.).

There was a significant difference between these two groups and these findings further support the idea that participants are familiar with the voice, pace, rhythm and intonation of their own teacher’s speech and it is much more understandable than a recorded voice, where they need to adopt all the characteristics of the new voice.

It seems possible that these results are due to rarely used recorded voices in the classrooms. However, teachers put emphasis on developing listening comprehension skills as regards their personal role.

3.5.6 Analysis and discussion of results of tests for checking listening comprehension

As it was presented in Diagram 9, the comparison of the experimental data on measuring the condition of listening comprehension skills of upper primary school pupils showed significant differences. It was apparent from this diagram that pupils in Forms 7-9 performed at a higher level in general and participants of Forms 5-6 performed at a lower level. There was a significant difference between the average scores of test results as well: Forms 5-6 achieved only 46%, while Forms 7-9 reached 72%. Further analysis of obtained scores highlighted another important issue. It is presented in Diagram 11, as follows:

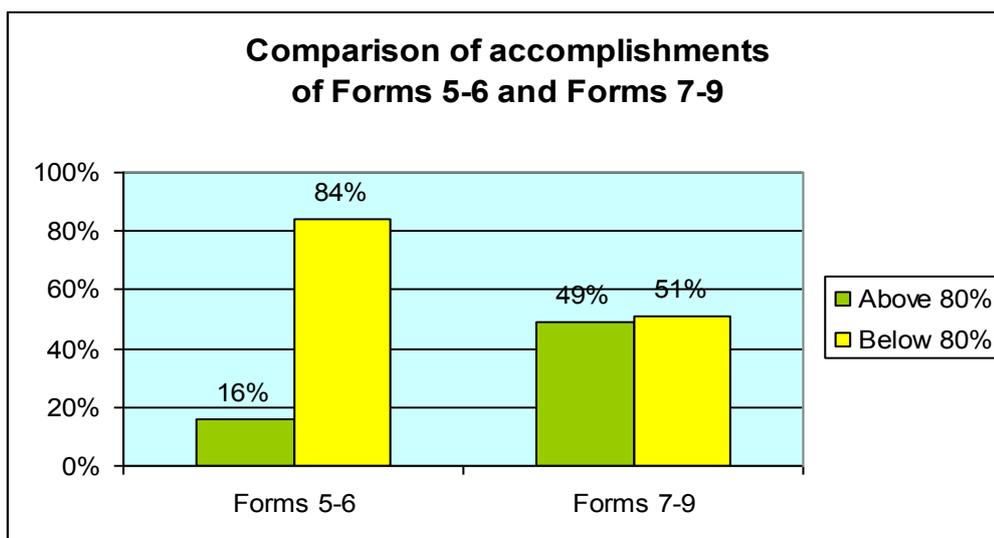


Diagram 11

As can be seen from the diagram above, there was an outstanding difference between the two groups’ accomplishments. While 84% of the participants of Forms 5-6 achieved below 80%, this was only 51% among students of Forms 7-9. Also, 49% of the Forms 7-9 reached above 80% but only 16% of the Forms 5-6 had the same results. The accomplishment of students of Forms 7-9 was almost equal in completing the tests above or below 80% and it is a significant result.

A possible explanation for this might be that these students of Forms 7-9 benefited from the longer period they had been learning English as a Foreign Language. It is therefore likely that more experience in completing such kind of activities helped them and made a positive influence on their accomplishments.

Summary to Part 3

A survey was carried out on listening comprehension skills of upper primary school pupils in three Transcarpathian Hungarian schools. It measured the students' level of listening comprehension by using test papers containing different kinds of tasks. On the other hand, a questionnaire was used to get some information about what the participants' attitude towards English language learning is and how English lessons are conducted in these schools. All the results are represented and discussed in this section.

General conclusions

This paper has given an account of and the reason for the widespread use of listening tasks to develop listening comprehension skills in the lessons of English as a Foreign Language learnt by upper-primary school language learners aged 11 to 15.

Also, the present study was designed to determine the role of listening comprehension in English in the development of listening skills of upper-primary school pupils within the four language skills.

In this investigation, the aim was to understand what participants' attitude towards English language learning is in general and how English lessons are conducted according to developing listening skills in different Transcarpathian Hungarian schools.

Furthermore, the purpose of the current study was to determine the listening comprehension skills of upper-primary school pupils in three Transcarpathian Hungarian schools that participated in this research.

The following conclusions can be drawn from the present study and from the investigation that was carried out:

1. One of the more significant findings to emerge from this study is that participant's attitude towards the English language learning is outstandingly positive in general. Since there is a huge difference between those who have positive and negative feelings about the theme, it can be also suggested that students are not indifferent towards foreign language learning but have solid opinion about it. Due to the fact that over 80% of those who were interviewed indicated that they like or love the English lessons, the conclusion can be drawn that foreign language learning is in a good position on the school subjects rank list according to students' opinion which further support the idea that participants' positive attitude makes positive influence on their school achievement in case of foreign language learning.
2. The most obvious finding to emerge from this study is that connections exist between the frequency of using an activity and how much it is favoured by students. The results of this research support the idea that if students are familiar with some activities and they are used to completing such kinds of tasks, they have positive attitude towards doing them. Hence, it could conceivably be hypothesised that the frequency of using a kind of activity makes great influence on a student's attitude towards it. It can thus be suggested that teachers should use various types of activities for developing foreign language learners' competencies.

3. The results of this investigation also show that listening tasks are rarely used in the English lessons and students dislike these activities the most, unfortunately. The evidence of the correlation between these findings points out the necessity of paying much more attention to listening skill development. This study has found that generally English teachers put emphasis on developing listening comprehension in the foreign language lessons regarding their personal role, as they usually speak in English. However, it proved to be not enough in future situations where the English language should be used with unfamiliar people. As communication implies interacting with others and comprehend the message, learners need to develop strong listening skills. To accomplish this goal, teachers have to take into consideration of using different kinds of listening activities as often as possible and as varied as possible.
4. Another important finding is that translating is the most often used activity in the English lessons. This finding was unexpected and suggests that English teachers use the method most frequently. Of course, these kinds of activities have their own place in the foreign language learning process. On the other hand, several new methods and opportunities are available even in Transcarpathian schools for developing all the language skills and increasing students' competencies in foreign language learning.
5. This study has found that generally the children's competence of using their listening comprehension skill during English as a Foreign Language lessons is promisingly good among the participants of Forms 7-9. The performances of these students were almost equal in completing the tests above or below 80% and it is a significant result. These findings suggest that half of these students completely understood what the task demanded: the situation and the conversation between two people. It is an outstandingly good result, especially if comparing with the performances of Forms 5-6 as only 16% of them reached this level of listening comprehension.
6. Finally, the relevance of the connection between frequency of using an activity and its influential role on the student's performances is clearly supported by the current findings. Comparison of the experimental data on measuring the condition of listening comprehension skills of upper primary school pupils showed significant differences. It is probable that these students of Forms 7-9 benefited from the longer period they had been learning English as a Foreign Language. Taken together, these results suggest that frequency of using a type of task could

be a major factor, if not the only one, causing significant difference in learners' competences.

To take everything into consideration, the results of this research support the idea that English as a Foreign Language is popular among upper-primary school pupils in Transcarpathian Hungarian schools.

All responses to the questions and the test results support the idea that more experience in completing some kind of activities helped participants and made a positive influence on their performance.

On the other hand, further experimental investigations are needed to estimate the condition of listening comprehension skills of upper-primary school pupils in other Transcarpathian Hungarian schools. More information on this topic would help us to establish a greater degree of accuracy on this matter. Therefore, carrying out a wider-range investigation on the current topic is recommended.

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Резюме

В останні роки серед дітей можемо спостерігати значний інтерес до вивчення англійської мови як іноземної на всьому світі і також у нашому краю, на Закарпатті. Причиною цього можна назвати різні важливі факти, як-от: інноваційна технологія, внаслідок якої утворюються нові слова, терміни для позначення нових технічних засобів, процесів. Ці нові слова, неологізми, передаються з однієї мови, найчастіше з англійської, до іншої мови. Причина ще – порозуміння того, що на сучасному етапі людям важливо, майже необхідно, володіти будь-якою іноземною мовою. Через те зацікавлення до використаних методів у вивченні англійської мови, як іноземної, дедалі зростає.

З 2012 року за новою навчальною програмою у загальноосвітніх навчальних закладах України англійська мова, як іноземна, викладається як окремий предмет вже з першого класу. На Закарпатті у загальноосвітніх навчальних закладах з угорською мовою навчання в практиці це означає, що першокласники повинні вивчати, крім угорської мови, як рідної, ще дві для них іноземні мови: українську, як державну і англійську, як іноземну. Слід зазначити, що у першому класі починається засвоєння букв угорського алфавіту, та їх звукового значення, формування вмінь і навичок читати і писати рідною мовою. Отже, першокласникам одночасне вивчення цих мов дуже важке на відповідному рівні.

Дана випускна робота аналізує використані методи при вивченні англійської мови, як іноземної, для формування та розвитку вмінь і навичок в усіх видах мовленнєвої діяльності: в аудіюванні, читанні, письмі, говорінні. Вироблення й вдосконалення умінь і навичок учнів в усіх видах мовленнєвої діяльності необхідно і до того, щоб здійснювалося головне завдання курсу англійської мови – розвивати вміння вільно спілкуватися у різних сферах та ситуаціях мовлення. У першому розділі ми детально описували особливості всіх видів мовленнєвої діяльності. У другому розділі ми конкретно писали про значення, вироблення, розвитку аудіативних умінь учнів у 5-9 класах, та методи вивчення англійської мови як іноземної. У курсовій роботі використано граматику вітчизняних та зарубіжних науковців, зроблено перегляд рекомендованих і використаних методів на уроках англійської мови. У курсовій роботі досліджено спеціальну ситуацію навчального процесу, характерну для закарпатських учнів. У першому класі в школах з угорською мовою навчання, школярі ознайомляться з двома для них іноземними мовами. Дана ситуація значною мірою впливає на використання методів при вивченні іноземних мов та на їх успішне засвоєння.

У другому розділі даної випускної роботи ми розглянули методи та прийоми, спрямовані на формування та розвиток аудіативних умінь і навичок учнів 5-9 класів загальноосвітніх навчальних закладів з угорською мовою навчання на Закарпатті. У цьому ж розділі переглянено всі типи рекомендованих завдань для розвитку аудіативних умінь і навичок учнів на уроках англійської, як іноземної, мови.

Мета випускної випускної роботи:

- 1) визначити рівень аудіативних умінь і навичок учнів 5-9 класах при вивченні англійської мови, як іноземної, на Закарпатті у школах з угорською мовою навчання,
- 2) аналіз отриманих результатів.
- 3) отримати реальну картину ставлення учнів до навчання англійської мови. Зокрема ставлення учнів до навчання аудіювання на уроках англійської, як іноземної, мови.

Щоб отримати реальні результати про рівень аудіативних умінь і навичок учнів, склали тести із завданням різного типу. При виконанні тестових завдань дітям треба було прослуховувати звукозапис англійською мовою. Цей був звуковий матеріал предзначений не для використання під час навчання англійської мови. Учні прослуховували звукозапис кілька разів перед виконанням завдань. Тест складався з трьох частин:

1. Підготовчий етап: первинне сприймання, прослуховування звукозапису учнями.
2. Етап виконання завдань під час звучання звукозапису: учні прослуховуючи діалог вказують, визначають правильні відповіді.
3. Етап виконання завдань прослуханого звукозапису: учні на основі прослуханого тексту виконують різні типи завдань. Вони можуть використовувати вже вивчені по даній темі слова .

Ми проводили дослідження в 5-9 класах в трьох школах з угорською мовою навчання на Закарпатті, так ми дослідили аудіативні вміння учнів від одинадцяти до п'ятнадцяти років. Це дослідження було випадкове. Таким чином кількість опитуваних дівчат і хлопців не однакове. Загальна кількість опитуваних дітей – 166. Із них жоден учень не ходить на додаткові заняття з англійської мови, вони тільки у школі займаються англійською мовою, як іноземною. Щоб учні спокійно могли дати відповіді на питання при відповідних умовах, і ніщо не вплинуло на їхнє досягнення, пошук був проведений з допомогою своїх вчителів англійської мови.

Щоб ми отримали реальну картину про ставлення учнів до англійської, як іноземної, мови, вони заповнили анкету, яка містить вісім питань, спрямованих на використанні методи при вивченні аудіювання на уроках англійської мови.

На основі отриманих результатів ми робили такі висновки:

1. За зведеним досягненням учні у 5-9 класах мають добре аудіативне вміння при вивченні англійської мови, як іноземної у школах з угорською мовою навчання на Закарпатті. Це підтвердить той факт, що аудіативне вміння учнів удосконалилося і постійно вдосконалюється порівняно з попередніми роками. Результат дослідження свідчить про те, що 80% учнів любить англійську мову. Ми можемо сказати, це надзвичайно добрий результат.

2. Ця пошукова робота служить доказом до того, що вчителі англійської мови використовуються відповідними методами для розвитку аудіативних вмінь і навичок учнів, приділяють значну увагу тому, що діти могли застосувати здобуті знання, аудіативні навички у практиці. Під час дослідження ми спостерігали, що звукозапис у навчанні аудіювання на уроках англійської мови рідкіше використовують вчителі. На це у подальшому навчанні англійської мови треба приділяти більше уваги.

3. Між популярності завдань та частотою їх використання на уроках англійської мови спостерігається тісний зв'язок. Наскільки часто було використано завдання, настільки воно популярно серед учнів. На основі цього спостереження можемо зробити висновки: учні люблять виконувати такі завдання, які для них добре знайомі, але не люблять вони незнайомі рідко, вживані завдання. Ми дійшли до загальних висновків: на основі дослідження аудіативні вміння і навички учнів при практичному застосуванні дуже добре під час вивчення англійської мови, як іноземної у школах з угорською мовою навчання.

Однак потрібно ще подальше дослідження в інших закарпатських школах з угорською мовою навчання, щоб ми отримали всебічне уявлення про стан аудіативних умінь і навичок учнів 5-9 класів.

APPENDICES

Questionnaire

Theme: Researching the condition of listening comprehension at the EFL lessons

Form: _____

Dear Student,

This questionnaire is a part of a research in which the condition of listening comprehension is measured. Please, fill in this form and help this work with your opinion. Please, answer the questions honestly. You should not write your name on the paper. 😊

1. How much do you like the English lesson? (Circle it!)



1 I hate

2 I do not like



3 Neutral

4 Quite good



5 I love

2. What kind of activities do you usually complete at the English lesson? (Circle them!)

- a) gap filling
- b) matching
- c) grouping
- d) silent reading
- e) reading aloud
- f) spelling
- g) translating
- h) sentence completion
- i) look and say
- j) listening
- k) writing
- l) role play
- m) working in pairs

3. What are your favourite tasks? (Circle them!) Please, comment on your choices in some words.

- a) gap filling
- b) matching
- c) grouping
- d) silent reading
- e) reading aloud
- f) spelling
- g) translating
- h) sentence completion
- i) look and say
- j) listening
- k) writing
- l) role play
- m) working in pairs

4. What kind of activities do you not like? (Circle them.) Please, comment on your choices in some words.
- a) gap filling
 - b) matching
 - c) grouping
 - d) silent reading
 - e) reading aloud
 - f) spelling
 - g) translating
 - h) sentence completion
 - i) look and say
 - j) listening
 - k) writing
 - l) role play
 - m) working in pairs
5. How often do you complete listening tasks? (Circle it.)
- a) always
 - b) often
 - c) sometimes
 - d) rarely
 - e) never
6. What language does your teacher use at the English lesson? (Circle it.)
- a) just in English
 - b) usually in English, but helps in Hungarian
 - c) gives instructions in English, but explains in Hungarian
 - d) usually in Hungarian
 - e) never speaks in English, just reads the task's texts
7. How much do you understand the teacher when she speaks in English? (Circle it.)
- a) not at all
 - b) some words, but usually nothing
 - c) not word by word, but I can find out the essence
 - d) I usually understand
 - e) mostly understand every word
 - f) completely understand
8. How much do you understand listening tasks (at the lesson or English songs, films, ads, etc. when you meet them somewhere)? (Circle it.)
- a) not at all
 - b) rarely something
 - c) some words, but I cannot find out the essence
 - d) mostly I can find out the essence
 - e) completely understand

Thank you very much for your help. I hope this test was not too hard for you. 😊
Be successful in learning English! 😊

Izolda Pal, 4th year correspondent student of English

Where are you from?

Pre-listening exercise

1. In pair, talk about what questions do you ask when meeting someone for the first time.
2. Look through the following key words:

to meet to move to live to work university student psychology overseas

3. Look through the questions below.
4. Listen to the conversation for the first time. (Just listen.)

Listening exercises

1. Listen to the conversation between a man and a woman and choose the correct answer.

1. What is the woman's name?

- a) Julie
- b) Jenny
- c) Jane

2. Where is the woman from originally?

- a) Argentina
- b) the United States
- c) Chile

3. About how old was the man when he returned to the United States?

- a) 7 years old
- b) 10 years old
- c) 17 years old

4. What is the man studying?

- a) physics
- b) biology
- c) psychology

5. What is the woman's job?

- a) a sales representative
- b) a computer programmer
- c) a receptionist

2. Listen again and fill in the missing words. Choose from the words below:

since everybody think live moved

Tom: Hi. I don't _____ we've met. My name's Tom.

Jenny: Hi, Tom. Nice to meet you. My name is Juanita, but _____ calls me Jenny.

Tom: Nice to meet you, Jenny. Where are you from?

Jenny: Well, originally I'm from Argentina, but we _____ to the United States when I was about five years old. My parents now _____ in Chile. That's where they first met. How about you, Tom?

Tom: I was born in Fresno, California, and we lived there until I was seven. Then, _____ my father worked for the military, we moved all over the place.

Post-Listening Exercise

Put the words into the correct order.

1. from are where you ? _____
2. do what you now do ? _____
3. name Tom my is _____
4. meet to nice you _____
5. parents in live my Chile _____

Test for checking listening comprehension

Name _____

Class _____

Family relationships

Pre-listening exercise

1. What questions could you ask someone about his or her family?
2. Look through the following key words:
family job to tell to sell store
3. Look through the questions below.
4. Listen to the conversation for the first time. (Just listen.)

Listening exercises

1. Listen to the conversation between two men and choose the correct answer.

1. Where is Pancho from?

- A. Paraguay
 B. Peru
 C. Portugal

2. How many brothers and sisters does Pancho have?

- A. 11
 B. 12
 C. 13

3. What is his father's job?

- A. taxi driver
 B. dentist
 C. police officer

4. What does his mother do?

- A. She owns a beauty salon.
 B. She runs a small family store.
 C. She works at a bread shop.

5. Which thing does Pancho NOT say?

- A. His brothers and sisters help his mom.
 B. His mom sells food like eggs and sugar.
 C. His mother enjoys her job very much.

2. Listen again and fill in the missing words. Choose from the words below:

parents seven buy tell big taxi mainly support run friends

Carl: Hi. My name's Carl. Nice to meet you.

Pancho: Nice to meet you, too. My name is Francisco.

Carl: What?

Pancho: Francisco, but all my _____ and family back in Peru call me Pancho.

Carl: Okay, Pancho. So, _____ me about your family?

Pancho: Well, I have _____ brothers and six sisters.

Carl: Wow. That is a _____ family. So are you the oldest, Pancho?

Pancho: No. I'm the second oldest in my family.

Carl: So, what do your _____ do?

Pancho: My father is a _____ driver in Lima, Peru. It's a hard job, but he works hard to _____ the family.

Carl: How about your mother?

Pancho: She helps _____ a small family store with some of my older brothers and sisters.

Carl: What kind of store?

Pancho: We _____ sell food, like bread, eggs, soft drinks, rice, sugar, and cookies. Things that people _____ every day.

Post-Listening Exercise

Match the words with the sentences

- | | |
|------------------------------------|-------|
| 1. My father _____ at a bank. | tell |
| 2. All my friends _____ me Josh. | meet |
| 3. So, _____ me about your family. | three |
| 4. I have _____ older sisters. | works |
| 5. Nice to _____ you. | call |

NYILATKOZAT

Alulírott, Pál Izolda, levelezős, angol szakos hallgató, kijelentem, hogy a dolgozatomat a II. Rákóczi Ferenc Kárpátaljai Magyar Főiskolán, az Angol Nyelvészeti Tanszéken készítettem, angoltanári diploma megszerzése végett.

Kijelentem, hogy a dolgozatot más szakon korábban nem védtem meg, saját munkám eredménye, és csak a hivatkozott forrásokat (szakirodalom, eszközök stb.) használtam fel.

Tudomásul veszem, hogy dolgozatomat a II. Rákóczi Ferenc Kárpátaljai Magyar Főiskola könyvtárában a kölcsönözhető könyvek között helyezik el.

Beregszász, 2015. május 8.