

UNIVERSITY OF LATVIA

FACULTY OF EDUCATION SCIENCES AND PSYCHOLOGY

TEACHER EDUCATION DEPARTMENT

**AUDIO VISUAL TEACHING AIDS TO DEVELOP STUDENTS'  
LISTENING SKILLS IN ENGLISH LESSONS FOR GRADE 7**

BACHELOR'S THESIS

AUTHOR: **IRINA KLUSA**

ID.NO: mm42072

ADVISER: M. ED.SC. ANITA AUZIŅA

RIGA 2025

LATVIJAS UNIVERSITĀTE  
IZGLĪTĪBAS ZINĀTŅU UN PSIHOLOĢIJAS FAKULTĀTE  
SKOLOTĀJU IZGLĪTĪBAS NODAĻA

**AUDIOVIZUĀLIE MĀCĪBU LĪDZEKĻI SKOLĒNU KLAUSĪŠANĀS  
PRASMJU ATTĪSTĪBAI ANĢĻU VALODAS STUNDĀS 7. KLASĒ**

BAKALAURA DARBS

AUTORE: **IRINA KLUSA**

STUDENTA APLIECĪBAS Nr: mm42072

DARBA VADĪTĀJA: M.ED.SC. ANITA AUZIŅA

RĪGA 2025

## **ABSTRACT**

The present Bachelor's Thesis investigates how audio visual teaching aids can help to develop students' listening skills in English lessons for Grade 7.

The chosen research method was a case study carried out in a Riga secondary school. The data collection methods include two student questionnaires and listening tests.

In the Bachelor's Thesis, there has been a theoretical study of pedagogical literature on the methodology of developing listening skills in English lessons. The obtained results of the case study showed that use of the audio visual teaching aids have positive results on the students' listening skills development.

According to the received data of this research, it is advised to include audio visual teaching aids during the lesson to promote students' listening skill development and improvement.

**Keywords:** audio visual teaching aids, listening skills, English, Grade 7 students.

## ANOTĀCIJA

Šajā bakalaura darbā tiek pētīts, kā audiovizuālie mācību līdzekļi var palīdzēt attīstīt 7. klases skolēnu klausīšanās prasmes angļu valodas stundās.

Gadījuma pētījums kā izvēlētā pētījuma metode tika īstenots vienā no Rīgas vidusskolām. Divas skolēnu anketas un klausīšanās pārbaudes darbi bija izmantotās datu vākšanas metodes.

Bakalaura darbā ir veikts pedagoģiskās literatūras izpēte par klausīšanās prasmju attīstīšanas metodiku angļu valodas stundās. Iegūtie gadījuma pētījuma rezultāti parādīja, ka audiovizuālo mācību līdzekļu izmantošana pozitīvi ietekmē skolēnu klausīšanās prasmju attīstību.

Balstoties uz iegūtajiem pētījuma datiem, ir ieteicams angļu valodas stundās izmantot audiovizuālos mācību līdzekļus skolēnu klausīšanās prasmju attīstīšanai un pilnveidei.

Atslēgvārdi: audiovizuālie mācību līdzekļi, klausīšanās prasmes, angļu valoda, 7. klases skolēni.

## TABLE OF CONTENTS

INTRODUCTION .....	6
1. TEACHING LISTENING .....	9
1.1. The Development of the Listening Skills .....	11
1.2. The Nature of Listening .....	15
2. AUDIO VISUAL TEACHING AIDS .....	27
2.1. The Importance of Using Audio Visual Teaching Aids During English Lessons .....	28
2.2. Reasons for Using Audio Visual Teaching Aids During English Lessons .....	29
2.3. Difficulties Using the Audio Visual Teaching Aids in English Lessons .....	31
3. CASE STUDY ON AUDIO VISUAL TEACHING AIDS TO DEVELOP STUDENTS' LISTENING SKILLS IN ENGLISH LESSONS FOR GRADE 7 .....	33
3.1. Analysis of the Students' Questionnaire .....	34
3.2. Analysis of English Lessons with Audio Visual Teaching Aids Used .....	41
3.3. Analysis of the Repeated Students' Questionnaire .....	45
Conclusion .....	54
Theses .....	56
Bibliography .....	57
Appendices	

## INTRODUCTION

Listening is a very important and needed skill in learning a new language for the students. Besides, listening is an access for understanding and communication. The main problem with listening is that, usually, it tends to be a boring and passive activity because not all of the students - English as a foreign language learners are involved. Students are not involved because some of them do not understand the translation or meaning of the words, they sit, listen to the audio, and do not participate. Building listening knowledge is fundamental, but sometimes it is difficult to achieve the result. The lesson should be active, interactive, and focused on listening skills development.

According to the teacher's aim of the lesson, the teacher needs to help students to be involved in the listening part of the lesson, try to understand new words, but not to be stressed, better to be more concerned about the process of the listening part of the lesson. The teacher's aim in this lesson is to make them be assured in themselves by understanding the language, to have a chance to speak more often outside the classroom, and to understand the speakers' speech. Anderson and Lynch (1988, p.6) state that successful listening is "the listener has a crucial part to play in the process, by activating various types of knowledge, and by applying what he knows to what he hears and trying to understand what the speaker means".

Listening and hearing are not the same process, the information is heard by the listener, but not listened to it. All teaching from the first grade through the college level can be improved by visual and auditory materials because these materials can make the teaching process more concrete than it is now, the materials should be used properly in order to have better results in a teaching process.

The teacher uses the guidance on how to develop a level of understanding audio from the speaker better, teachers use students' language level in order to make understanding better, learners need to have a wide knowledge of vocabulary, idioms, and grammar of the audio that is going to be heard. The pronunciation of the speaker and listener are also main and useful, it depends on if students can recognize the words, and the structure so the words that they hear, the phrases may be fluent and understandable, or difficult to understand. The listening is not as passive as it seems to be, students do not try to concentrate during the listening task, they think it is passive, it may feel easy, but the truth is that it requires deliberate effort. The patience and concentration is needed to find the main idea, to concentrate only on one thing - the listening. When words are unfamiliar it can be confusing, and the process may slow down and not move forward, it causes stress. Lack of desire to understand essence if it was difficult before. Students

lose motivation to continue listening if they get lost in the middle of listening. Students do not want to understand the topic if there are a lot of unclear words, for them the best and easiest solution is to skip the task. This is what the author of this study has noticed during her teaching practice.

Based on the author's experience teaching English language, materials that are designed and used during the lesson have many disadvantages for the students. Students concentrate on the purpose of the intended lesson, because of the accent of the audio speaker, too long speech, new words not known for them, and grammatically not understandable for them. As a result, students are not ready for the listening task, to fill in and complete the task, because of difficulties understanding the language.

Another aspect is a well-balanced listening lesson, it is a very useful point of the lesson. Providing more practice and experience in a correct way during English lessons will give achieved results in a realistic context. The lesson should be balanced with the students aiming to be more proficient according to the theme, active participation during the lesson is an obligatory part. The difficulty that now arises is how to decide what is the best behavior of comprehension for the listener's and speakers' common work. The decision involves more than just understanding the main problem, focusing on the listener's and speakers' common work, attitude, and sense, but it involves a whole conception of the nature of listening, as it is. The adult active listener is not the same person as the active student listener, so the difference between them gives the point to finding out a way of solving and investigating the main points of listening. The important difference between being able to use the information that is just heard and the competence of replicating the message in word form is that the message could be taken correctly, but there may be different circumstances that could affect the result. More frequently, though, listeners may understand and point out more the speaker provides during the presentation.

The author needs to consider what other opportunities the students have during the learning process. The listening part of the lesson involves a workload-based. Reading is typically part of the lesson which is included very often during the lesson.

Above all, examples show that all of these activities are good, and can act as useful guidelines in the study process, but the main idea in this article that it is still a question about listening and other activities, is not just understanding the need for balance in the program, but also understanding the conditions, that need to evolve for a ground to exist.

This Bachelor's Thesis **aims** to find out how audio visual teaching aids can help to develop students' listening skills in English lessons for Grade 7.

The **objectives** of the Bachelor's Thesis are the following:

1. To study theoretical literature about listening skills and their development opportunities using audio visual teaching aids in English lessons;
2. To find out students' opinion about their listening skills and difficulties they have during listening tasks in English;
3. To organise the English language lessons, implementing audio visual teaching aids that are selected to meet the students' needs;
4. To test students' listening skills with audio visual tasks to explore how their listening skills have been improved with the help of the implemented audio visual teaching aids.

The **research question** is formulated hereafter: how the use of audio visual teaching aids can help to develop seven graders' listening skills in the English language lessons.

The **research method** is a case study carried out in one of schools in Riga during the author's teaching practice (October - November, 2024).

In order to achieve the Bachelor's Thesis aim, the following **data collection methods** were used: a student questionnaire to learn and identify students' lack and problems during the listening part; listening tests to give the opportunity to identify weak and strong sides of students' listening skills; students' feedback questionnaire.

#### **Outline of chapters:**

**Chapter 1** presents the general characteristics of listening skills and describes the importance of listening skill.

**Chapter 2** describes audio visual teaching aids, strategies, characteristics of audio visual aids, and other related materials, for relating visual tips to improve students listening skills in English lessons for Grade 7.

**Chapter 3** is dedicated to the description, analysis of the case study carried out with a research sample of 10 students studying English in Grade 7.

## 1. TEACHING LISTENING

Listening is an active process, and this process may contain several stages (Bennetch, Owen & Keeseey, 2021):

1. Receiving. Firstly, we receive the information from the speaker. We hear the sounds, we react to them, we express emotions, and we can understand immediately. Do we understand the information, or do we have to pay attention to hear all the sounds? Usually in the first five minutes students pay attention to understand what is said.

2. Understanding. We perform the main message, and we recognize the words, words heard from the speaker. The words can be unknown, words should be understandable in order to achieve the goal of the listening part.

3. Evaluating. The received information is analyzed, the knowledge at the moment of hearing messages from the speaker, the information can be not unstable at all according to the previous knowledge.

4. Remembering. The information from the speaker is received and analyzed, and students try to remember the main points of the structure of the message.

5. Responding. Students try to reflect on the received information and analyze how it is useful, the information in this stage is tried to be remembered.

Listening is a skill that can be improved. Usually at school, pupils come from kindergarten they are taught how to write, how to speak without mistakes, how to use words in a sentence, how to ask questions, but very seldom listening taught in kindergarten, children usually listen, they point the moments they like, they like or they do not like what they hear at this moment, the information is forgotten fast and is not mentioned in their head. The teacher can ask about the fairytale that she told some minutes ago, the positive and bright moments, and the negative could be remembered, and children can answer why they like or do not like the hero. At school, students do not have much time during the listening part to understand how the main goal could be achieved in a faster way. Listening is not the same as hearing, hearing can help to listen to the main points. Practice is a tool that can help to achieve the goal, teacher and students can achieve the goal if weak parts are known to both sides.

According to the English Language as a Foreign Language for Dummies (p. 195-208) here are some advanced ways to improve, how to make better listening skills during the lesson:

1. Finding the material from the real world may prepare students for listening, the teacher is ready for the lesson, and the teacher knows about what it is, so the main idea is that students can be ready for the audio as well.

2. The teacher may use only the theme from the course book, the words should be known.

3. Students are advised to listen to the CD, or DVD before the lesson in order to be ready for the listening task.

4. Compliant accents. Correctness in pronunciation is a useful part from the listening task, students usually try to speak as a teacher. Accents are different from the dialect.

5. Conversational language should be used when making notes during audio. Students are advised to write in this type of language – like spoken, or understandable to understand the meaning of the speech, listeners are active when they understand the meaning and are passive when it is difficult to understand what is said.

6. Stimulating students 'desire during the listening audio. During the listening should be the purpose of the listening, the sense of the listening, why is it needed, and why I am interested in it. Students should be motivated to get new information, and running through some tasks, which can be as a warm-up before listening, is a very good approach to make listeners more active, and productive during the lesson. The preliminary stage is a very important and needed part before the main part, it involves students listening and being ready to make notes during the task.

The pre listening stage is an important stage. In this stage, students predict what they are going to listen, to also predict the answer, during the main part they meanwhile understand what they are going to write in their notes, which gives an advantage in understanding new words because the context of the listener's part is clear. Brainstorming is needed part as well, students can in two minutes write down words that could be heard in this listening part, before listening they were involved in the conversation between each other, the ideas were heard, and words that could be said by the speaker they heard as well, so it is a good idea for any student, they do not know what could be heard, but they predict what is expected.

Discussing and questioning are needed as well, in this part the teacher may ask questions about the theme and what is going to be listened to. For example, if the topic is about nature, in

this case, the teacher can ask, what weather they like, what is the student's opinion about the weather now, and any questions about the weather are good to start before listening.

## **1.1. THE DEVELOPMENT OF THE LISTENING SKILLS**

Listening should be tested just as listening to themselves, and to avoid reading and grammar tasks, students should be involved only in one task, just to understand the listening speech but not trying to write correctly the words in their notepads. Listening should be the basic idea, students are allowed to write all the opinions, all the words, and the meaning of the text, but not as they understand the meaning of the context. Basically, students listen to the text twice, when they listen the first time, usually, they put just words, and when it is the second recording so it could be listening for the detail, it should be a bit deeper listening part. Follow-up activities can be managed too during the lesson, in this way the lesson is balanced and structured.

According to Wallerstedt (2011), if students are taught music and they have music lessons first off all they are taught the culture and the history of this music, not only the music. The music is used to enact the subject of the history and just make it alive. According to Wallerstedt (2011) listening is a musical activity, students are advised to use their skills in this area as well.

Based on Cambridge University Press & Assessment (2024) listening sub skills need to be developed during the lesson. The listening sub skills that are used during the lesson: listening for gist, listening for specific information, listening for detail or participating actively, listen and do it. There are a list of sub skills that could be developed in order to make better listening skills for the Students Grade 7. Listening for gist is used when the students need to catch the main idea of the listening task during the beginning of the listening task.

According to the Hosseinpour (2018) listening for the gist is needed sub skill for the students, that need to be developed by them. By the idea of Hosseinpour M. the main idea of the listening task could be lost in the beginning of the listening task, if the students pay attention on concrete words, or just phrases during the listening, students try to hear only the words, students guess the meaning and listening as the whole context is guessed by them, but not truly heard. By the Hosseinpour (2018) students need to get an impression of the whole content of the listening task, they do not need to understand the meaning of the word, and do not have to translate the word, just to get impression of the heard text, and teacher need to get feedback

from the students. Hosseinpour (2018) thinks that it should be focused on sub skills development.

Live listening has disadvantages also, making the lesson plan needs to be taken into account. Wallerstedt (2011) states that a recorded material be recorded again, and it could be stopped artificially. Incomplete utterances by the speaker, students may understand the same speech in another way. By the Wallerstedt (2011) the main goal of the listening is not perception of the original model of the speaker's speech, but formation of the skills, that will help them to understand the foreign speaker's speech, to understand the main body of the context, but not just understand all the words from the speech. There could be some more problems, like noise around listening, or poor quality of the tape. To avoid this problem, accordingly the students need to listen more and have more practice. According to Asmawati and Darti (2017), background knowledge is useful and important during the listening, students can be ready and do many pre-listening tasks before the listening but if they do not have background knowledge based on this theme, it will reduce their listening comprehension. Teaching listening needs more attention than just teaching vocabulary. Listening is a complex process; this process includes many tasks which happen at a time in the students' mind. Audio listening as a separate not taught, this part goes together with different tasks during the lesson.

Learners are also able to predict what is the important part and what needs to be done before listening, some strategies from the teacher's part can be offered as well. According to the Longman Dictionary of Language Teaching and Applied Linguistics (p.344) listening for details is listening in order to understand the specific information contained in a text. Listening comprehension is a process of understanding the speech. According to Ur (1984), the objective of listening comprehension practice in the classroom is that students should learn to function successfully in real-life listening situations.

Buck (2001) points out that the real-time nature of spoken language not only concerns the listener but also modifies the speaker. The speaker needs to be well prepared and control the flow of information that is told now; therefore, texts are almost the first draft. Usually, this first draft is not well prepared, or spontaneous, because, for the listener, it is unknown information totally. The listeners are not ready in the first few minutes to pay full attention to take notes, and the attention is not used as it should be. The speech takes place at a time, usually, speakers are ready to tell the speech once, listeners need attention to listen to the speech because very seldom speakers can repeat what was said ten minutes ago, the speaker can repeat the main idea, but word to word usually impossible, but in this case some information may be lost as well, and the listener will understand only the opinion, the idea that is told by the speaker. When

information is told by the speaker in real-time, when it should be, the listener can manage everything, that should be managed, the sense, the stress, and own opinion as well. According to Buck (2001), speakers usually speak very quickly, three words in a second is a normal practice, and it leaves the listener little time to think. There are some reasons why the listening process may be difficult for listeners: in the classroom there may be noise or attention distraction, and listeners can think about some things that are not related to the listening process, which is why attention is the important part. The speaker speaks fast, and the listener should very quickly be engaged in the process, this should be automatically, entirely automatic.

Drawing can be used as a teaching tool, during the listening pupils can draw as well as what they hear. Drawing simultaneously is divided into 3 groups in our brain: visual, kinesthetic, and linguistic. Using visual symbols while taking notes gives good results for pupils and gives a full understanding of the process of the audio context. Visual modes of teaching and learning can help stimulate creativity and critical thinking and also can be new ideas accessible to the visual theme. Visual forms of learning are very important and need to be used by the teacher during the lesson. Visual forms of teaching can help pupils to make audio comprehension better, it is like ‘bricks in education’. Another important aspect is that pupils may show emotions while listening to the audio.

Since 1960 the use of video during lessons has been granted a unique possibility for the teacher to support them at work, in their own professional development (Hosenfeld and Helmke 2008). Digital video can be used during the lesson by the teacher as a reflective, development tool.

Breen, Hird, Milton, Oliver and Thwaite (2001) think that it is decisive for the teachers to think all the time about their views of the teaching process, they need to develop their own skills in order to have deeper reflection from the pupils. The analysis of teaching process, and experience helps teachers not only to understand deeper their own pedagogical process but also to justify the process of the teaching method.

According to the learning process at school, there might be some variations, when teachers do not always need to participate during the class if it is based only on audio and listening teaching.

If students can use immersion, then the process of learning will be achieved better, students can use CDs after the lesson, or at home, other computer games, or audiobooks. One thing that gives the advantage of this audio listening is that students can resolve by themselves either to come to the class and teach with others or not and work alone at home. The big

advantage for the students is that this process is divided into three elements: self-study, classwork, mastering, and understanding. Teaching does not equal learning. The main point is that teaching does not necessarily lead to learning. Some teachers think that if it is a teaching process, students are involved, so the aim will be achieved, but not always work constantly. The learning process asks the learner for attention and energy. To present in the classroom during the lesson is not the same as ‘listening attentively’. This suggests an active role for the teacher to take an active role in participating and teaching. According to the listening process, not all of them can be involved in the process, from the class it could be only one student who does understand what is expected from him. Students can make notes, but some of them understand what is expected from them, some of them can listen but do not understand the speech of the speaker, daydream, and do not focus on the process – in that complicated process the aim could not be achieved, the teacher sees that students are listening, they do tasks, they are making notes, students are thinking, but the truth is that- one some people are doing the task in a right way. Language learning should be done without long explanations. If the explanations of the language are done in the language that is learned now it takes time for the learners to understand the explanations, but if the explanations are done in the native student’s language it allows seeing the result faster. Meanwhile, the explanations done on the learned language and the explanations done on the native student’s language are totally different, the sense is that the native language learner may understand the complex of the whole context of the text, but the newly learned language learner may understand totally different based on his own experience. In the learning process, the teacher is used to be the main person who helps the learning to happen. The teacher’s goal is to achieve the goal using the best methodology she knows.

It is important for the teacher to correct the mistakes during speaking, the better way to correct it during the process, not after the speaking lesson, while the whole class is involved. Teacher needs to watch and listen to the students while they are speaking, in order to correct the pronunciation. It is important not to single out the concrete student while correcting the mistake, for particular criticism. Teacher may deal with the mistakes they heard without saying who made them. The main point of listening to the audio to the students is to hear many other accents, varieties, and not only the voice of the teacher, listen and understand the idea, the main idea of the text for foreign people. Nowadays it is not only one variety of the language, it is British English, American, Australian English, and West African English. The differences are not only in pronunciation of the sounds. The main method of revealing students to spoken English is through the use of taped material which can epitomize a wide range of topics such as news, broadcast, or poetry, or listen to songs, or just phone conversation, and other manner of spoken exchanges. Teacher can imitate these, but good tapes are much more powerful, as

more students listen to many other variations of other accents, as they are more involved in understanding the listening process. So, another decision could be, if the teacher can plan lessons using many other tapes, with different types of English lesson, and other accents too. Listening is a skill, as more students perform, the more they can be good listeners.

According to Scrivener (1994, p.20), learning process involves five steps:

1. doing something- it means the study process is activated
2. recalling what happened – teacher repeats what is going on in the classroom if students have questions
3. reflecting on the process, students are involved, teacher has a main role in this process
4. students need to make conclusions according to done work by them during the study process
5. using the conclusions be prepared and informed for future experience.

Creating a positive learning atmosphere is a very important and useful part that is to be used by the teacher. Based on the theory Carl Rogers (1961, p.395) ‘Individual human being is a self-actualizing process, moving on to a more challenging process’. And American psychologist Carl Rogers thinks that teachers' characteristics are based on three main points which could lead to effective environmental processes, these are respect, empathy, and authenticity. These characteristics are useful and needed to be, they give the chance to make relationships with the students stronger, and deeper.

## **1.2. THE NATURE OF LISTENING**

Listening is a dynamic and active process, and it is complex as well (Brooks 1993). According to Brooks (1993) work, listening consists of three stages: hearing, identifying and recognizing, and auditing. Students hear the individual syllables, words, phrases, intonation, and word stress, they try to identify the information and try to make a summary of the heard information.

As Wright (2013) stated, extensive reading is understandable writing input, and listening is comprehensible spoken input. Listening is linked with speaking, students speak as much as they can with themselves on foreign language and in that case the listening process

activates faster. According to Wright (2013) extensive reading during the lesson provides good results during the listening tasks, programs include many tasks and programs on how to improve reading, but not listening, because it seems not to be promoted, and it does not bring many difficulties, students use listening during the day many times. Extensive reading as an extensive listening is linked and each of this method can add each other. Extensive reading is a very useful method, and it is used by all the teachers. Reading gave many benefits to the writing skills for the students. In order to develop needed skills for the students so, should be used and developed all four skills such as reading, writing, speaking, extensive listening.

The next important stage for planning the lesson is leveling the material appropriately. Based on Dudeney and Hockly (2009, p.13) teacher is advised to make lesson plans regarding the readiness for the listening task, because if some students do not have fluency, he cannot understand the words by the speaker's speech. During the reading, students may help themselves with the imagination, reading gives the opportunity to draw the image of the picture, but during the listening it is difficult to achieve.

According to Tyagi (2013), listening strategies are the skills which need to be approved during the lesson, the strategies show how the listener can process the input of the information, some listeners may be stuck during the beginning of the listening process. Tyagi (2013) states that the strategies of the listening can be: top down and bottom up strategies. Top-down strategies are listener based. The focus during the lesson is on the pupils. Bottom-up strategies are text based, the listener needs to focus on the information received by the audio, words understanding, so the attention should be on the sound, grammar structure, and word translation. Top-down strategies include listening on the specific details during the listening process, recognizing and understanding the main idea of the speaker's speech, and summarizing, analyzing the text. Students can help themselves to be more in this process by doing two actions at a time.

Based on Renandya and Farrell (2010) research, it is better to involve students to participate in speaking to each other outside the school and to make listening tasks outside class using the video and audio in order to make listening tasks not only at school. The other aspect moreover by the Renandya and Farrell (2010) is distraction, too fast speech during the tape recording, the teacher may help students with the tape speed to involve step-by step, but the distraction may provide the further problems like not motivated the listening task.

Speaking and listening need to be examined as two parts that are linked together, where each of them can help to develop another one.

According to Hayrapetyan (2016) students, if they are good listeners, they do not need to listen to all the words from the text, they need to guess the meaning.

Students may skip the words that are not known to them, students are advised to understand the whole theme, the main idea, focus on the aim of the questions, and what is asked. Students do not need to comprehend each word from the speaker's speech, because they have no chance to hear the keywords that should be remembered from the text. Hayrapetyan (2016) stated that teachers think that listening is not a difficult part of teaching foreign language, but students do not agree with that, it is difficult and not so easy to teach them.

The analysis from the data collected showed that students have problems with the listening, half of students often skip the task, if the accent is not understandable, or the speed of the speech is too fast. Research samples showed that students would like to have tip, keywords. It will help them to complete the task. Pre-listening tasks will help students to be ready, to be more confident during the lesson. In that case when students have problems with accent, with the speech speed that occurs further problems - that students skip the tasks, but students are ready to have tips.

Wang (2020) stated that listener first of all when he hears the speech, he processes that speech in his mind, and then listener draw the image on his head, and hold the image of what he hear at the moment. The next stage is aimed to determine the type of speech, make a conclusion on what he heard, and then the listener recalls background information that he heard before. So, the listener deletes the form of information that was gotten and just leaves the main body of the speaker's text.

Learners need to learn to understand the messages that are said by the speaker, not only the meaning of this message. If the audio consists of music and emotional speech, learners will listen to the mood of the speaker, how he speaks, and why he speaks like that, not the words that are said by him.

According to Celia (2002), the attention and listening parts go together, each differs from the other. Attention is the beginning part of connivance; attention varies from just hearing the messages and listening to it. The attention during the lesson can be controlled by the teacher, it helps to avoid better results if attention during the study is controlled. We use attention every day, every moment in our life, but it can vary and differ from the private life and study process, during the listening part attention depends on many factors, like the health, and emotions part

of the student, but in private life student use attention in a not controlled manner, either they want to use it, either it not needed at all for this moment.

The listener usually limits the information that is heard by the speaker, which means that the students cannot be attended all the time during the listening process, it is difficult for the students to save all the grammatical rules that they hear and paste them into the paper. In order to manage the speech in real-time, listeners need to separate all the messages from the speaker into a small sequence that could be worked with short-term memory. The teacher may try and give advice to the students on how to use short-term memory quickly in order to make notes faster. Spoken language can be parsed into some linguistic chains of the listening part, in order to use short-term memory.

The difference in speech and writing is the difference in how students can plan the time during this task. Speakers and listeners usually manage in the context of one goal, the goal is called outgoing. The process of listening and speakers are linked to each other with planning and short-term memory. For example, the speaker can use pauses during the speech, which will give the time for short memory to make notes. The speaker may use short explodes in speech in order to give time for the listener. Speakers may use topic-applicable structures to help students recognize the topic, or colorant arrangement. Speech is marked by a high ratio of operating words, like prepositions, and articles. To avoid listeners being more in the process, the speaker can start the message not in the completed form of a sentence, it is needed to attract the attentiveness of students. The speaker may use ellipsis to show unstated topics and to attract the thoughts of the listener. The sentence may not be started expressly, in this way it may attract the attention of students. Speakers may use gestures; this manner and feelings are transmitted to the listeners. The speaker may use examining notes, pauses, and stress in words at the beginning of the sentences or in the end.

Based on Dale (1946), listening and hearing at the same time is not the same. Listeners can just listen to the messages but do not hear the information, the current information that the listener can transfer. But having good hearing does not contribute to being a good listener, because listeners can hear the messages, and the words, but do not understand the meaning of what is said. Good listeners usually understand the meaning of messages. We communicate effectively with each other and understand the meaning of the messages that we transfer to each other, but we understand as far as we can listen and hear each other. It means that two listeners can communicate with each other and hear each other but do not understand each other.

If the message that is told is understandable in the correct way, that means that the speaker's goal is achieved and the process of transferring the correct message is concluded. But if the message is heard, understood not in a correct way, or just in half percent that means that, the message that should be delivered to the listener is not distributed, and none of the parts achieved the goal. That is why it is very important when the listener and speaker can understand all the messages properly. The difference between hearing and listening is that hearing- is passive, and listening is active. Understanding the main difference between hearing and listening is the hard and important process of the study. Kline (1996) made research according to effective listening, the research was made for the student who has high IQ and for the students with lower IQ, who has better listening skills. Kline researched that better listening skills have students who have lower IQs, than those who have bigger IQs. It means that this is just a willingness to listen or not to listen but not according to the intelligence.

Listening can be approved during the age of life. This part of the listening is not always reasonable, from a young age children try not to listen to their parents if they do not want to hear concrete information according to the situation. During the lesson, students are not obliged to hear the message if it is not useful and interesting for them.

According to Rozenfelde, Shkryaba and Teresko (2020), in Latvia now the tendency of the students who have the problems with mental disabilities and language underdevelopment) increasing. Language impairment is associated with weak tendency of the language development. So, the development of the language should be gradual in order to achieve the results. Based on author's experience in each class could be the students with mental disabilities and teacher is advised to plan the lesson according to their possibilities.

There are various types of listening that require concrete skills. Informative listening is needed and used to understand the information from the listener, to understand the meaning of the message. Listeners are successful only if the messages that are delivered to them are correctly understood. We use informative listening in all our lives, and we use our skills to understand the message correctly. We use informative listening at school, we listen to the pupils, and we activate our skills to understand the information correctly and not to misunderstand the message from the pupils. If we are poor listeners this can avoid problems in the future, we have to ask to repeat the information. Sometimes during our lives, the information received from somewhere is crucial, if it is very important for people, for example, airplane delays, and it is still informative listening, but it is informative listening still.

There are three main and useful points for remembering the information better. The first one is vocabulary. Vocabulary and listening are not defined, but improving vocabulary is a better way to improve listening too, as the more words students know according to this theme, the better they can understand the new words while they are listening to the audio. Another way to be more active in listening is to be sensitive to the word's context; students can use synonyms if the words are unknown to them. Another one is concentration. Concentration during the lesson is hard work for the students, much difficulty is to be concentrated during the listening part.

Sometimes students are ego-involved, or they can concentrate on their own needs, and they cannot concentrate on the listening part, so, in that case, the teacher should be involved more in this process. Many students just do not know that they have to concentrate during the listening part, they think, it is just time for their minds. The next useful part of the listening process is memory. Memory allows you to recall the experience. Without a simple memory of the meaning of the words students cannot communicate with others, they remember the meaning of the words, and add to the sentences, the same way works with listening, students use memory to understand the meaning of the word.

Relationship listening. This kind of listening part is used to help individuals problem-resolve during the listening. Usually, it is used in order to help a person to be more open while speaking. But this kind of listening can be used to understand the listening part better for the students if this kind of listening part can be practiced during some lessons.

Relation listening is linked to these words: focusing, associating, and empathizing. Focusing is linked to these words: pay attention to the new words, and eye contact. Associate- there can be negative and positive effects of this. Interrupting and expressing your own mind during the listening part has a negative effect. The positive effect is silence during the listening part. During the listening part here is the relationship between the listener and the speaker. Supportive listeners are distinctly careful with the details, believed, and patient. The student cannot be an effective listener without being involved in the process. Students need to be interested in it and to be more active and use all their knowledge to understand the meaning of the words.

According to Schmidt (2016), students need to have focus on the listening task, the instructions of the listening task should be so clear that students do not have any bothered questions about what they have to do, so they are focused on the main body. Students need to activate their precious knowledge, and predict, monitor and plan their task for concrete

listening. Schmidt (2016) stated that students at school are learned how to use listening for grammar purpose, or for understanding concrete theme of the lesson, but students were not taught that they used to listen during their whole life any information that they are used to use during the day. Students need to learn how to comprehend new topic.

Brown (2011) stated that listening is not the same as reading, listening is not a passive process, but an active process. Brown (2011) stated that language ability gets to the students effortlessly, and listening also gets to them effortlessly, and listening cannot be taught, but listening is a natural process that should be included in everyday routine.

Appreciative listening. This kind of listening is about listening to the speaker's voice if you like the voice, or you like the music during this audio, so the listener is more involved in this process. This kind of listening depends on three factors: presentation, how the speaker presents the message, with what kind of voice, insight, and previous experience. Sometimes one can enjoy listening to the noise of traffic, and if this kind of noise is included in the audio, that means that students are more involved in the audio, because they like to hear this kind of noise. This example shows that every person can find concrete points on how to make listening more effective for him.

Critical listening. The ability to listen critically to what we hear is very useful. Critical listening can be used by the students while they are listening to the message, they are advised to ask themselves, if this information is truthful for them and for the subject they are learning now. Students need to believe that all that is said now is true and that all the concentration is needed in order to remember the information. Critical listeners have a right to hear well-supported arguments from the speaker. While listening to the information students may ask questions to themselves, to make themselves more concentrated during this listening part: if these all assertions are true, if the data of the collected information depicted, is the data descriptive.

These all questions are needed for the student's satisfaction, that information is maximally truthful, and the brains have to remember all of the information, and concentration should be maximally, obviously not many students during the listening part thought about the information that they were going to listen now, or what they hear at the moment. The brain and mind may advise them not to hear it because it cannot be the truth at all.

Discriminative listening. Hearing the ability. This kind of listening is about hearing the sounds, when students hear the message, they have to hear the sounds also. It depends on what kind of instrument the sound is coming from, for many people it is hard to hear the message

when they hear a bass voice. The next one is awareness of sound structure. Many native speakers are very professional in speaking, and not all the sounds are understandable for the students. There should be attention to the sound structure. For example, when the speaker can say “this sandal”, but the listener can hear “this handle”, so in this situation, students need to be more concentrated on the meaning of the sentence. The students need to recognize the sounds, in order to understand the meaning of the sentence. Vocal factors and nonaction are useful to understand speakers' messages. The speaker can act with the voice, with the vowels, with the stress of words, to be understandable for the listener. All these kinds of listening require skills, every skill that students have or use during the listening process allows them to be the person who can understand the message correctly.

Listening is a neglected communication skill. During school time all of the students had instructions: for writing, reading, and vocabulary, but very little percentage of listening was included in the teaching lessons. During kindergarten usually the main part of it is children listening to the teacher of instructions, what they have to do or what is not allowed. But every communication is based on listening, we try to listen carefully every time when we listen to others, but it depends on the information, whether it is useful or not. If students listen carefully to the information, it prevents them from spending less time on writing, and they can remember faster, they are highly productive than others. Listening can help to improve relationships. The first step on how to improve students' listening skills is to be a good listener and try to involve all skills that students have. Students are different and the teacher needs to be patient in showing them to the students. The next one is to recognize false concepts that students think can help them to improve their listening skills.

According to the listening section, some students have fallacies, such that the listening part of the lesson is not needed because it is not used often. They believe in their knowledge and understanding, students think that is the very simple part of the lesson, but it is a fallacy. Simply having good hearing skills does not mean that listening skills are very good, too.

If the teacher sees that students need advice on how to be in the listening part better, the teacher is advised to help them, usually the teacher sees the problem, but does not see the option of how to help them.

During the lesson the teacher can use more than one method of teaching, films combined with the reading task can help students to become better active participants during the lesson, to understand the accent, and the language of the speaker (Mirvan, 2013). Films can be used as

teaching materials, the words repeated many times in films, give positive feedback for the learning process.

Combining the films, video tasks with the listening process helps to involve more students to become more active, students can participate in debates about watched and heard, and this combined task helps teachers to get better results.

Students are advised to listen only to the text from the listener, and not to do anything during this task. A teacher can give positive feedback after the listening task and then try to listen to this text one more time. Usually, students are more motivated when they get positive feedback, students are advised to ask questions about the audio, but the questions they need to ask themselves about the information, and how it is interesting, to avoid you to be an active listener. Eye contact is very useful, the better eye contact students have with the speaker, the better they will remember the information from the listener because students are active listeners, they accept the information from the speaker, because emotionally they feel that this is needed for them. If students can stand up and show emotions while the listeners are speaking, it will help to remember the information too. Students should not be involved very much in taking notes during the listening part, students should be involved in the speaker's gestures, emotions, and how the speaker shows stress in the words, as many students can remember as much will be written on the paper. The teacher can advise students to look around the room, and where they are located. Some subjects in the room can help them to remember the information better, for example, some students can remember better if they are focused on 1 subject, which is in this room. Students should not look at other students who live in the room, or who are doing another thing instead of listening, they should be focused only on the subject they are doing now. Students are advised not to lose attention during the process and not leave the exhibition during the listening process. Students are not advised to write just anything that they hear from the listener, in order just to put any kind of information. The next step is that students need to write clearly, if students are in a hurry, they can write fast and, in the future, do not understand their own writing. In the next one, students need to highlight the most needed points in the listening part. It is good if they can write at that moment while they hear the information, they do not know if they will have time to write everything very fast when the speaker finishes the speech. Students need to be physically involved in the process, if the information is heard it does not mean that it is understandable for them. Students need to avoid these mannerisms: tapping the pencil, watching others behavior during the listening part. to look at clock during the process of remembering the information, implement listening muscles, straighten their vocabulary after the lesson, search for the synonyms of unknown words. After the lesson there

can be reflection part from the teacher, students have to be knowledgeable in the listening process, now they are listeners, but in another day they can be speakers, and students have to understand do they want the same attitude that they show now to the speaker, specifically when speaker try to send information to the listeners, but listeners are not ready to listen, or not ready to understand it, but speakers feel emotionally this attitude.

So, active listening is a very important and needed skill for the students, and the teacher can advise some suggestions on how to help students. Based on Alison (2024) active listening has many useful points which are very important during the audio lesson. The main point is that it is fundamental for the applicable communication. For sure it helps to prevent misunderstandings during the listening, while students are listening, they can understand the words in many different variations, and it can reduce stress and disappointment. For sure the person who is speaking feels the attitude to his speech and he is valued and heard, and the speaker is much more confident during this speech, and it fosters relationships between sides, and may help to skip questions regarding this speech. And lastly, it breaks down caginess and incites a relationship between two sides. Meanwhile, the speaker feels the attitude of how listeners are involved or not involved in this listening process, the process of active listening is hard for both sides, but if the listener is active, the listener can skip the questions that could be asked, the listener can understand more from the speech, compared from the other listeners, so it saves not only the time, it saves the energy as well.

According to Hounnou (2003), active listening has some basic points that should be used during the process. The listener should be presented with all his attention, try not to spend energy on the other's actions, and be present and participate actively in order to be ready to ask any question, and keep hold of advice. For sure these basic points should be known or otherwise, it will be ineffective, and the listening process will be not finished for the listener, misunderstood. Listening can be verbal and nonverbal, students need to understand emotions and gestures while the speaker is speaking, it helps to understand what is meant by the speaker, it helps to understand hidden thoughts.

The ability to converse clearly is a critical skill. Through the video and role-play activities during the lessons, students have a great opportunity to improve their listening skills. Teachers add this kind of activity during the lesson to have better results on the listening part. Students need to differentiate between hearing and listening. They are different parts from each other. Students need to apply the listening skills in their private lives as well to help themselves improve their skills, they have to identify tips that could be main which they could use during the listening to the audio, they need to figure out them and make conclusions by themselves,

each student has their tip which could help to make listening part better only for him. Students need to discuss barriers that are difficult for them during the listening part of the lesson. Active listening techniques include building trust and rapport, interpreting and revealing concerns, asking open-ended questions to yourself to understand the heard information, and also asking specific questions for yourself to clarify if the heard information is understood clearly, waiting to disclose your own opinion, disclosing the similar experience to understand the heard material better. The process of listening occurs in 5 stages: hearing, understanding the message, remembering, evaluating, and the last one responding. Step one is hearing the information, in other words, receiving the information, the second one is understanding the information, so students learn what they have learned from the heard information, the third one is remembering, the fourth stage is evaluating the information, they judge themselves, how they do understand the received information from the speaker, students have to be proficient in order to understand clearly it, and the last one is responding the information, the swearing themselves if they do understand everything clearly and correct.

Hearing means physical response and perception of sound waves. Students should listen, listen to the information in order to hear it, to hear the idea of the main speech from the speaker. Humans' brain stimuli permit only a select few to come into focus, so basically attention in this tip of listening is very important.

Understanding is the next step of receiving the information and this step helps to understand the symbols we have heard before, students have to analyze the stimuli that were heard before, stimuli are not only words but sounds as well, and the meaning attached to the symbols, and it all is a function of our association that students heard before and they felt before. Listening tasks can be classified according to the complexity, sphere, theme (Kadagidze, 2006). Each lesson is defined to concrete goals of the teacher's aim, and criteria. According to Kadagidze (2006), language work before listening takes much more time as a listening task as it is, it means that instructions, preparations, and goals prioritize takes much time for the teacher and students. Listening stage does not take much time, as preparation for it.

The third part is remembering, which means that the task has been completed by the student, it is an important part of hearing the message. If the message was received in the student's brain but the student was not focused on it, that means that the message was not transmitted to the brain store. In listening, our attention is selective, so memory is very useful and what is remembered and what is heard can be different from what was originally seen. The last stage is responding -it means that the receiver completes the task using verbal and non-verbal information. Listening strategies can be classified into two strategies. The first one is a

top-down strategy, and it is listener-based, so the listener actively participates in this process, and uses background knowledge and all the information that the student has, background knowledge activates background expectations which are based on previous knowledge. A top-down strategy usually includes listening to the main idea, listening to the idea, and putting the main tips into the paper. Graham (2006) argues that learners may have a controlled sense of their awareness of making mistakes, during the listening, the students think that they can control their sense of failure or success, so they are too closed inside, and do not want to show their awareness to the teacher. And the next one is foretelling, which means students analyze or declare in advance, and solve. The next stage is drawing inferences- which means, students have to choose the most likely explanation of the message, the last one is summarizing- a summary of the heard information is the important part and the last one. The bottom -strategy is based on the text. The listener has confidence, which is a combination of sounds, words, and grammar structure that in all these schemes makes the full understanding of the text. This strategy includes listening for particular elements, distinguishing cognates, and student recognizing word-order patterns. There are three basic modes of listening. The first one is the essential of active listening. Active listening includes concentration on listening, identification, approval, and lastly permitting and recognizing the finished work. The next mode of listening is passive listening- it means when the listener is partly interested in receiving information from the speaker. The last mode is combative listening. This type of listening basically is used when the speaker dominates and the speaker actively wants to push opinion and the speaker is interested only in his speech, the speaker dominates and promotes only his own point of the message. There are nineteen types of listening: active listening, appreciative, attentive, deep listening, discriminative, empathetic, and evaluating listening, inactive, reflective, relationship, sympathetic, therapeutic, and total listening. Good listening skills make the student more productive.

## 2. AUDIO VISUAL TEACHING AIDS

Nowadays students and society use technology every day, it is a big advance for the teachers to stimulate them to learn a new language. The big impact to the progress of the digital era that helps students to learn new words through radio-podcast or YouTube channels. One's understanding of learning any new language has changed. Early the learning was more focused on grammar and reading. Language learning was difficult and considered as learning new words by heart as a mechanical process (Richards, 2006). The teaching process has changed as well; before the process was controlled by the teachers, and teachers tried to control the reading or writing without any mistakes. Students were more controlled, and many rules were learned by heart, still students did not understand all of them, Richards (2006) states. Now teachers should use different methods and aids in order to make the lesson more interesting. All of these steps might increase the students' motivation to be more interested in the learning process and enjoy benefits for the audio visual teaching.

The author of the Bachelor's Thesis agrees with the above mentioned information, students obtain much new information every lesson when teachers try to use different audio visual teaching aids. Based on the author's experience, during listening lessons students can concentrate only for the beginning of the audio, it bores them, and they try to do other things instead of listening. The author's experience shows that looking through the window or trying to find another thing during the listening can be used as an advantage for the teacher. Video sharing platforms, and media, with computer technology nowadays become a common practice. The appearance of the computer technology can help teacher to make lessons more interesting and use in one lesson many different methods. Not all audio-video aids can deliver necessary information to the students, some information is needed to be read (Ho & Intain, 2017).

According to Koifman (2021), students with learning disabilities often misunderstand the task from the teacher and make it not correct. Students who have problems with disabilities are in almost every class, and often they have difficulties with working memory, and learning disabilities. Based on Bachelor's Thesis author's experience students have problems with listening tasks because they grasp information in different way, students hear and see the same information ,but they analyze and visualize in a different manner and way. Koifman (2021) in her research showed that the problem with understanding the same information in another manner is because of deficits of phonological process and memorisation. Based on Koifman (2021) the misunderstanding could be because of different types of memories that students do have. In working memory differentiates three subsystems: central, visual, phonological, and each with individual sphere. It depends individually what kind of memory use the students. In

that case, for the students who have problems with understanding information in a correct way may help flexible recall of long term memory Koifman (2021).

## **2.1. THE IMPORTANCE OF USING AUDIO VISUAL TEACHING AIDS DURING ENGLISH LESSONS**

According to the listening, there may be some difficulties during this process for the students. Students hear the same information but understand what it means each of them can in some different way, the message can be interpreted not the same meaning for all students. There can be some factors that may avoid difficulties in understanding the information, like health problems, malaise, or overexcited. Some difficulties can be if the student sits far from the audio receiver and it is difficult to hear all the words, phrases, it is advised classroom stayed silent during the lesson.

Listening and vocabulary are related. Students need to know the theme of the listening part, and the words related to it. If students know the meaning of most of the words used by a speaker in this audio, they are likely to have a better understanding of the material and consequently better retention, understanding the material that is taught by the teacher of the lesson is an obligatory part, otherwise it will take more time to understand and translate the meaning of the words. Otherwise, it can be an “ear for language”, if the student is talkative and is more concentrated during the audio, the student can make notes during the lesson, it will help to understand the main point of the listening (Asemota, 2015).

There are several ways in which listening activities differ from any other activities in the classroom, like every student can understand the same tape in his own interpretation. Each student has his own better speed for the tape, not every speed is good and understandable for everyone. Comparing the reading and listening, student can re-read and just read slowly the text in order to understand the text better, while listening the text, if the student is lost, so student can lose the main idea of the audio. Teacher can stop the audio, but repeat once again, but the main idea, the whole context of the audio listening will be lost. The student has to be encouraged in listening the tape for the first time for the general understanding. Listening is special, especially if it is informal, it contains phrases, incomplete sentences, manner of speaking, emotions. Because of special characteristics, teacher should ensure that students are prepared for the listening task, and they are clearly able to hear and understand what they are going to listen.

Listening is a barrier for the learners during the class, it may affect the stress to the students, but on the other hand these skills can be more practiced and may not be so stressed for the part of students. Although listening is a receptive skill, children should be actively engaged while listening. In any listening activity, it is important to orient students toward what they are going to listen to before beginning the activity (Garton and Capland, 2016). It means that students need to be prepared and need to be informed about what they are going to do during the lesson time.

## **2.2. REASONS FOR USING AUDIO VISUAL TEACHING AIDS DURING THE ENGLISH LESSON**

Increased engagement for the students during the lesson is the first step in order to get better results for the listening tasks. Students can listen and draw anything that they want to be pointed out in this story, or they can repeat, or listen and arrange, or listen and do if the listening part can advise it. Some learners may draw drawings of the listening part, or just outline to understand the meaning of said message, students need to visualize what they hear in order to make an understanding of what is said by the speaker. The fact is that the teacher can advise firstly the better way of making the listening part easier for the learners. The teacher knows all the student's strengths and weak parts, so the teacher understands the learner's individualism. Based on the (Tūbele et al., 2013) the students during the lesson need to be more active between themselves, the teacher is advised to make more teamwork, group work because it helps them to understand the problem and resolve it faster. It means that during the lesson it could be listening the task but, in a group, not alone. According to Tūbele et al. (2013), virtualizing the learning environment helps the students to get better results, if the students have the difficulties, it is better to use text and video in order to help them to understand the speech of the speaker, in this case passive learning starts to be active learning process. Based on (Tūbele & Šūmane, 2013), the lesson with audio-video tasks for the students' needs to be prepared better when the students work together in a group. It helps them to communicate and to develop the language and listening. The game has several functions during the lesson, and the game could be used also to help students to be more involved in listening if the process of understanding the speech is not so easy for some students. It could be cognitive function, social and active function. It depends on the teacher's method which fits better to use during the listening task, if it is group work (Tūbele et al., 2013). This has meant teachers need to be psychologists in order to understand students' opportunities and individual strengths and weaknesses, in order to help them make listening practice better, much more easily for each of them. On the other hand, it

is hard work for learners, who need to interpret and select needed information from the speaker. The speaker tries to express the information, but learners need to be focused on this said information in order to make notes or to understand the meaning quickly and make a conclusion about the received information.

Listening is not an easy skill, it needs to be taught from the first grade, and the teacher should be focused not only on the grammar part, speaking, and vocabulary, but on the listening part too. Small learners usually cannot focus on the audio for much time, they know that learners are not concentrated, and they cannot be focused for long, that is why many teachers use video, much during the video learner's watch the movie, not concentrate on the listening at all.

According to Field (2009), the better way to help students to improve their listening skills, and to make progress in it, is to make listening tasks for homework for concrete time, that would be more as a hobby not like a homework that used to be done for one day. Based on Field (2009) the students are advised not to make listening as a hard every day work, but it used to be done every day as a hobby just for fun, teacher can make a record of some themes and students after each theme share their own opinions ,so the listening will be as every day or every week task but it will follow with opinion and prove of their work. According to Field (2009), the teachers need to think about strategies on how to promote listening in order to help their students to develop it.

A good listening lesson contains from well prepared lesson plan and materials, lesson contains from many stages, a teacher can consider by herself how long or short should be each stage. In some classes students are beginners in listening, for them it is difficult to follow each speaker's word. Those students can ask for the repetition of the speech and words clarifying in order to understand the main idea of the context. The teacher may help them with word recognition, and decoding. In the class maybe students with intermediate knowledge, students who are prepared for a listening part, who knows where to focus more, for these students the teacher can start the lesson with background knowledge, pre-listening stage. Intermediate students should focus on the strategies, they need to be more strategic, finding the main key words while listening, this stage will help them to develop listening skills. The pre-listening stage motivates and activates students to be more focused, and it prepares for the listening part. During the listening process the teacher should teach micro and macro skills for the students. Macro skills specify for the specific information, and for the content of heard information, during the listening part, the main idea of the listening part should be understandable for the students. Micro skills are totally different and differ and teachers need to split her lesson in order to teach students to these skills. Teachers should teach the sound, the stress, the intonation,

it is harder and for the teacher it will take more time, the students should be more prepared. Teacher may help students to become independent listeners by teaching these micro skills. Independent listening gives some advantages, students develop their own knowledge in a grammatical part of English language and vocabulary. Background knowledge is different to all of the students. According to this, it is difficult to learn how to become good listeners. In this way, the pre-listening stage can help the teacher. The teacher can prepare activities and include them in the pre-listening stage, the activities may activate background knowledge in order to become better listeners during the lesson (Bashayer, 2024).

For these small learners, teachers can ask them to draw what they hear now, or to make movements, which can help them and further not to be stressed during the listening part.

In addition, the listening part and listening skills can be developed during the study process, if the teacher sees the result of it, otherwise, it will not have a good result of what should be expected from the teacher in this class. Audio-visual aids give the ability to enthrall the attention of the students. Basically, traditional methods such as instructions and mutual teaching do not always provide very good results as was expected. Audio visual teaching aids may bring life to the student's lesson, and the lesson will be more relatable. Audio visual teaching aids may bring to the students improving comprehension, students retain information better when it is not only heard but it is seen also, sight and sound bring to the listening lesson more progress. Video and animation can help students to understand challenging theme, it is seen and heard in one time, it may bring better result either just heard information.

### **2.3. DIFFICULTIES USING THE AUDIO VISUAL TEACHING AIDS IN ENGLISH LANGUAGE LESSON**

Audio visual teaching aids may bring difficulties using them during the lesson. Difficulties like technical and costs that thereafter will come may bring difficulties which will break the realization of using them. According to Ilomo (2021), classroom setting may bring positive and negative factors also. Overcrowded classrooms, lack of resources may bring difficulties to the lesson. Due to time limits teachers may not often use audio visual teaching aids during the lesson, for this kind of lessons teachers need to be prepared beforehand. Another difficulty using audio visual teaching aids is benefit, how benefit is it for the teacher, time that spent for the preparation need to be justified during the lesson, the next one is area, area is obligatory point of using these aids, the room need to be equipped with special equipment. The next difficulty that could be is distracting from the main aim. The students may not be good

watchers of the animation, the attention should be divided between audio and visual preparation, possible problems that could be that students would like to hear the presented material not to watch it and listen at one time. The next difficulty is pacing, the teacher may use very fast pacing, and students could not understand the main idea of the audio. Split attention could be the reason for not using audio visual teaching aids, students understand whether they need to listen or watch the video, they try to split the attention, and the result of this lesson will not bring effect but on the contrary the negative result.

Based on the Bachelor's Thesis author's private experience, students are not sure where the video will be presented, the concentration drops and they try to fill in the time, problems with sound and technic problems also drop the concentration. While presenting, teachers and students have an illusion of learning, students certain that they do not have to pull to understand the presented material and perceive it as entertainment.

### **3. CASE STUDY ON AUDIO VISUAL TEACHING AIDS TO DEVELOP STUDENTS' LISTENING SKILLS IN ENGLISH LESSONS FOR GRADE 7**

The aim of the research was to explore how to use audio visual teaching aids to develop and improve students' listening skills in English lessons for Grade 7. The case study was carried out during the period from October to November 2024 in one of schools in Riga. The research sample consisted of 10 students, 5 boys and 5 girls, whose level of the English language was different. The author of the Bachelor's Thesis identified different results on the same tasks, whenever students were taught the same and participated actively during the same number of lessons.

According to the author's experience, when the author was an observer and a teacher, students' attitude to listening tasks was different, some of them were focused for the first two minutes and made notes but could not complete the rest of the listening tasks, because they did not hear the main body of the text. Some of the students seemed to be not active listeners at all, students looked out of the window, did not make notes, still they filled in the tasks. The author of the Bachelor's Thesis noticed that students who were self-confident from the beginning of the lesson could complete and do the task easily; however, students who had good background knowledge but were not self-confident during the task could not finish and complete the task. Therefore, the author of the Bachelor's Thesis decided to carry out this study to find out the reasoning on how to use audio visual teaching aids to help students to develop their listening skills and find out the way to increase students' self-confidence.

In order to reach the aim of the research the objective of the Bachelor's Thesis were the following:

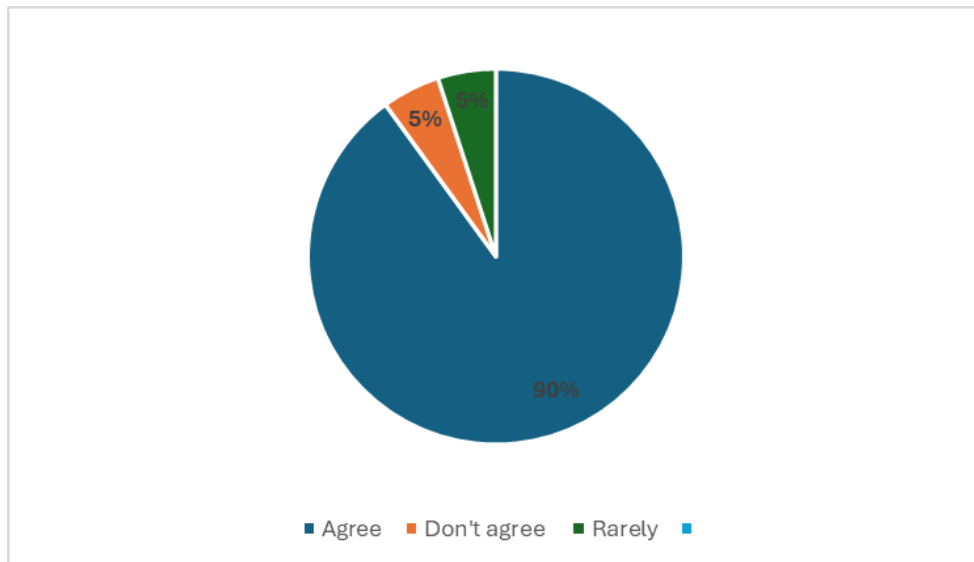
1. To find out students' opinions about their listening skills and difficulties they have during listening tasks in English;
2. To organise the English language lessons, implementing audio visual teaching aids that are selected to meet the students' needs;
3. To test students' listening skills with audio visual tasks to explore how their listening skills have been improved with the help of the implemented audio visual teaching aids;
4. To collect students' feedback about listening activities for developing their listening skills in English.

### 3.1 ANALYSIS OF THE STUDENTS' QUESTIONNAIRE

The main aim of the questionnaire is to find out the possible weak sides, skills which disturb the achievement of the main goal of the listening lesson (see Appendix 1). The author needed to find out the difficulties during the previous English lesson the chosen research sample had. The questionnaire was completed by 10 students. Students were selected randomly, the skills were different, and the background of the listening was also different. The questionnaire consisted of 10 questions, they were different, and the students needed to circle one answer. The clear instructions were given to these 10 students. The time was limited, and it was 20 minutes. Besides, 10 minutes were dedicated to the instructions and each question was analyzed in detail in order to prevent any students' misunderstandings. Ten different questions needed to be answered by the students, students ticked the answer which fitted better, they needed to tick either he or she agreed, partially agreed or disagreed to the given statements. *Partially agree* means, when a student does not know how to answer; it depends on the listening task. *Agree* - means the student totally understands the question asked and *does not agree* - the student cannot agree with the statement.

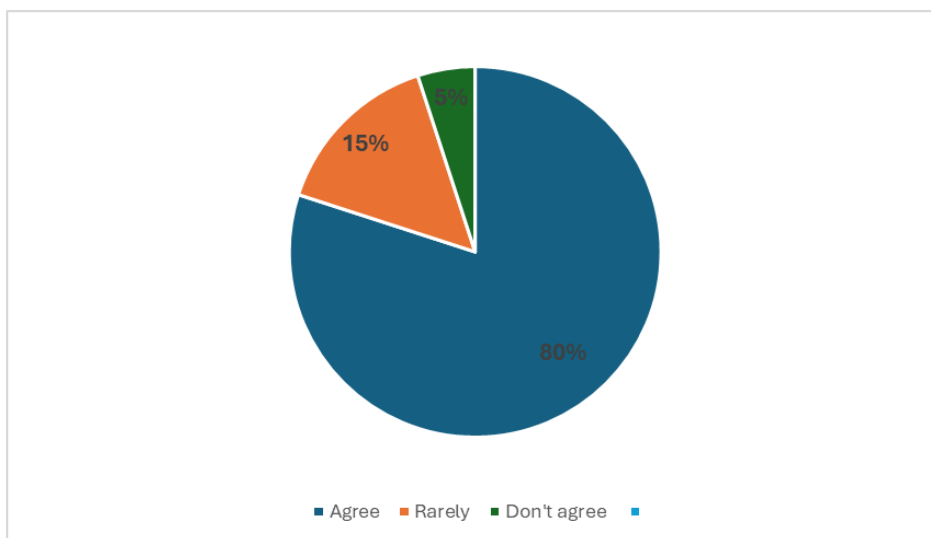
The first question was asked in order to understand how a student is involved in the listening task during the lesson, whether the student has problems with understanding the main body of the listening text. The second question was asked in order to understand if the student has English grammar problems, whether the knowledge corresponds to the task which is given by the teacher. The third question was given in order to find weak sides in listening skills; listening shows how students understand the grammar, new words, and time means what the background of knowledge is. All the questions are different, and all the students have other opinions. The knowledge level could be different. That is why answers showed the full picture of how to achieve the goal of the research in a better way.

Analyzing Statement 1, "When listening I can understand the main idea of the speech" (see Figure 3.1.1), it was concluded that the main idea is understandable for the students, and only 5% rarely agreed with the statement and 5% did not agree as well. It is a good result, meaning that students can involve themselves in the task fast, 8 students agreed with the statement, and 1 student did not agree. Based on the data obtained, 5% means that students need more time to understand the idea of the text from the speaker, thus a regular practice is needed in English lessons.



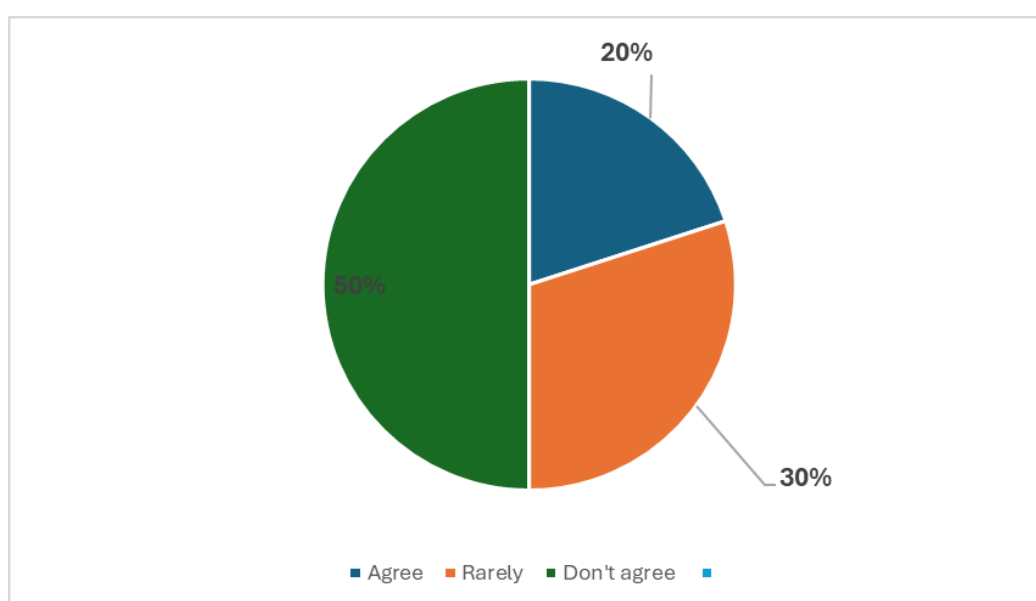
*Figure 3.1.1. Students' Responses to the Statement: "When listening I can understand the main idea of the speech"*

The results of Statement 2 "I need to have more time during the listening task" showed that the majority of students agreed with this statement. Based on the data received, 80% of students agreed that they needed more time during the listening, which means that they need more time for each task (see Figure 3.1.2). 15% admitted that they rarely needed more time, depending on the task or how difficult it was, and 5% of respondents did not agree, which means that students are confident, and they are sure of their possibilities during the listening tasks, but that is a small minority. The timing should be carefully considered and pre-planned to let students have enough time to engage and complete listening tasks.



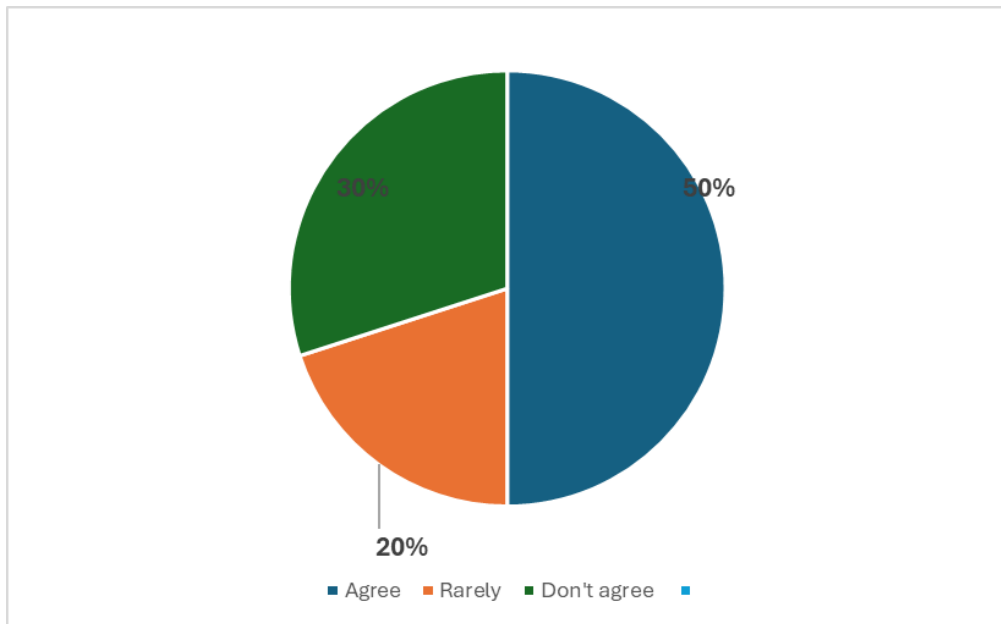
*Figure 3.1.2. Students' Response to the Statement "I need to have more time during the listening task"*

Statement 3 “Listening tasks are not difficult for me” was formulated with a purpose to learn how students find their classroom listening tasks. Listening may be difficult for many reasons, for example, when one is not ready for and focused on the listening task. The data showed that 50% did not agree (see Figure 3.1.3). Perhaps it is due to their listening tasks that are different, and it depends on the task, on the preparation stage for them. 20% agreed that listening tasks were not difficult. The rest of respondents, 30%, chose the option *rarely*. Based on the author’s experience, listening tasks take much time to understand, be ready for them, to get prepared for the listening. 50% of students in Grade 7 showed that listening tasks can be difficult and challenging, therefore it is important to have regular practice, especially various pre-listening tasks done to get ready for the main listening tasks.



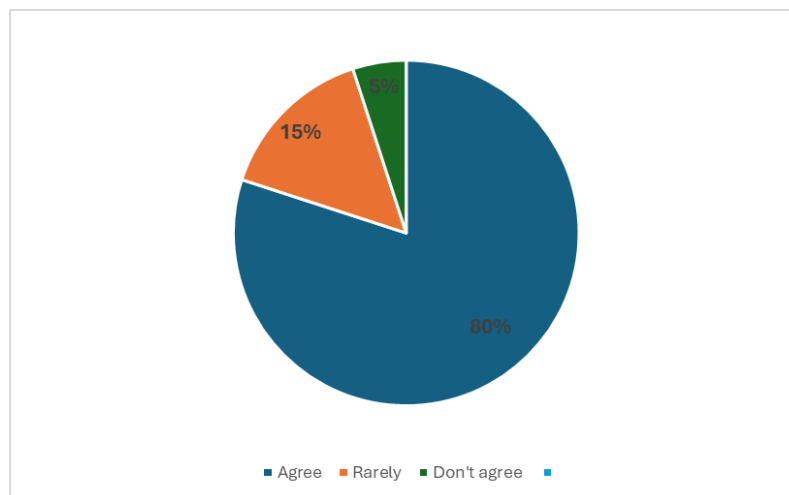
**Figure 3.1.3. Students' Response to the Statement “Listening tasks are not difficult for me”**

The responses to Statement 4 “It takes much time to understand the speech by the speaker” showed that students had different attitudes to the listening tasks (see Figure 3.1.4). Some of them involved fast and started making the task immediately to understand what is spoken, this percentage of the students is 50%, and 30% did not delve in to the speaker’s speech, but just start making the task immediately, 20% of students rarely thought about the speaker’s speech but just did the task. The speed during the listening tasks often is naturally fast, and students involve during the listening because of the speed of the speech, tasks usually are not difficulties, but students finish the task because of speed of the speech that can be too fast for a foreign language learner, and speech can be too complicated, grammar related elements can be complicated as well. That is the main reason why listening tasks are difficult, and students do not want to finish them accordingly as it demands considerable effort.

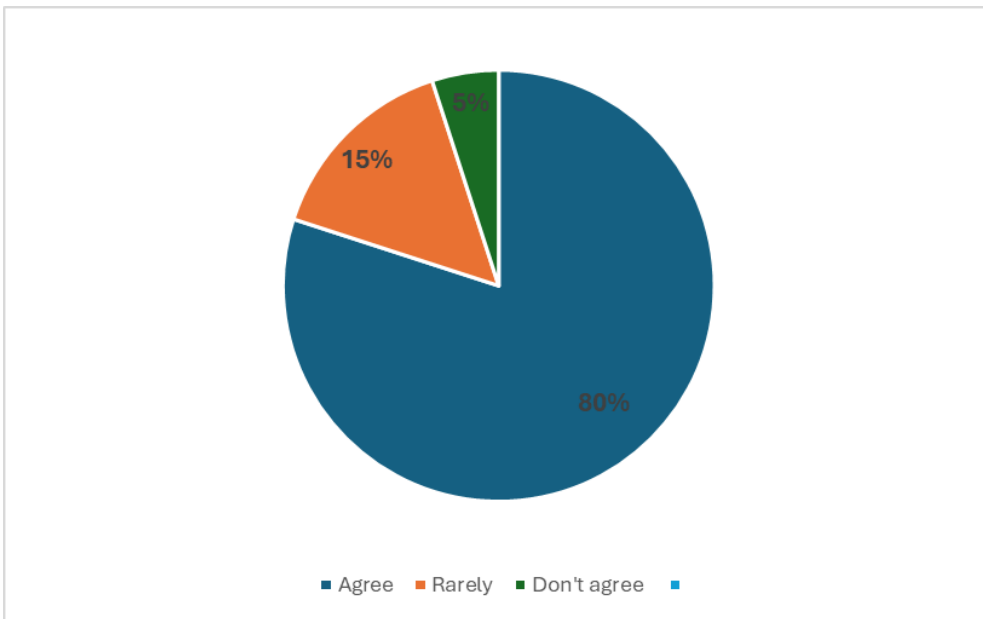


**Figure 3.1.4. Students Response to the Statement “It takes much time to understand the speech by the speaker”**

Statement 5 “I find it difficult to concentrate during the listening tasks” and Statement 6 “I need more time for concentrating during the listening task” are similar and show how students concentrate, what consequences this entails. The answers remind that adolescents concentrate as they used to, and that is why students need more time for the listening tasks. The collected data showed that 80% needed more time to concentrate, which means that the teacher needs to plan the lesson according to this data (see Figure 3.1.5 and 3.1.6).

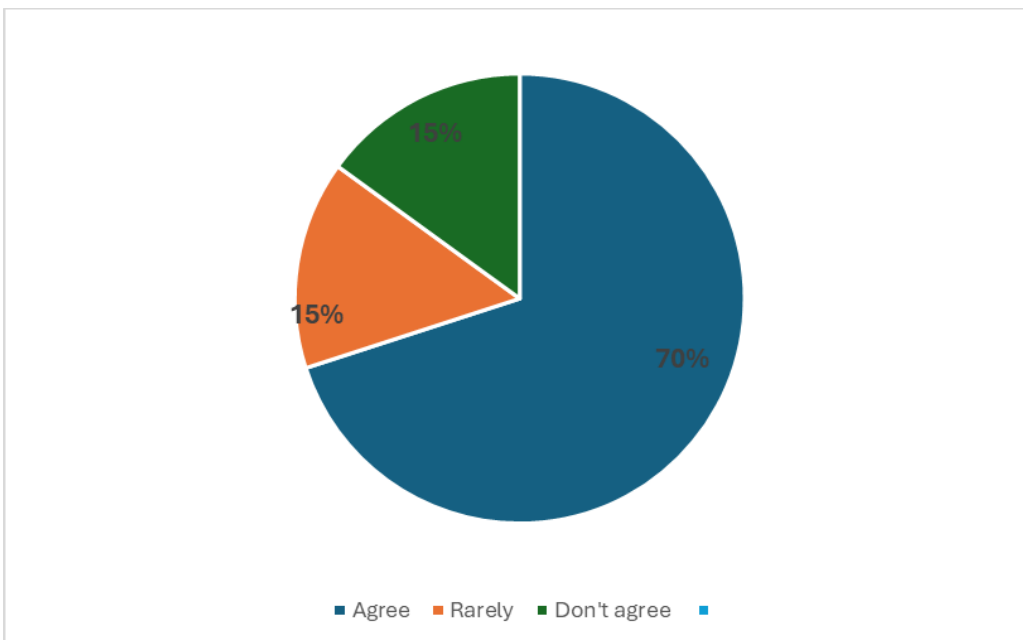


**Figure 3.1.5. Students' Response to the Statement “I find it difficult to concentrate during the listening tasks”**



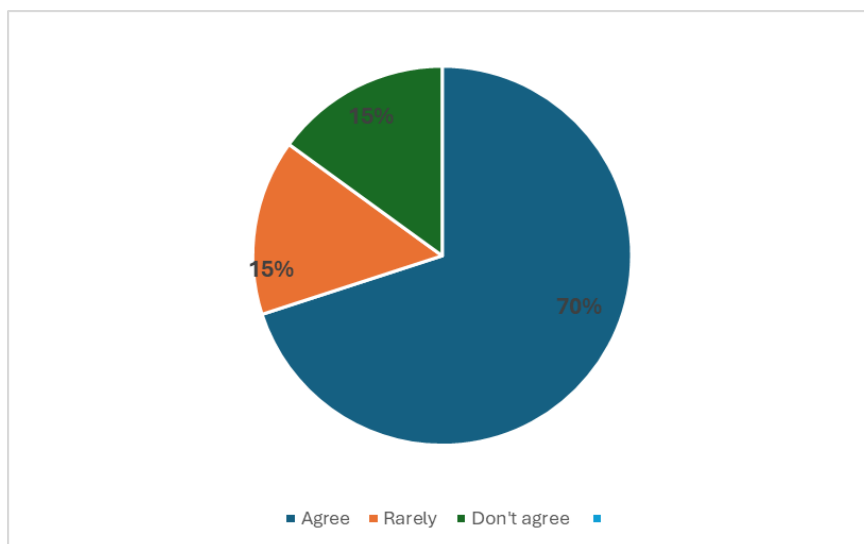
**Figure 3.1.6. Students’ Response to the Statement “I need more time for the concentrating during the listening task”**

Statement 7 “I do not understand the accent of the speaker’s speech” aimed to find out whether students understand the accents of speakers that are presented in the listening tasks recordings. The results showed that 70% of students did not understand the accent (see Figure 3.1.7). Teachers are advised to make regular listening focused lessons in order to help students understand better English speech and various accents and dialects as students struggle.



**Figure 3.1.7. Students’ Response to the Statement “I do not understand the accent of the speaker’s speech”**

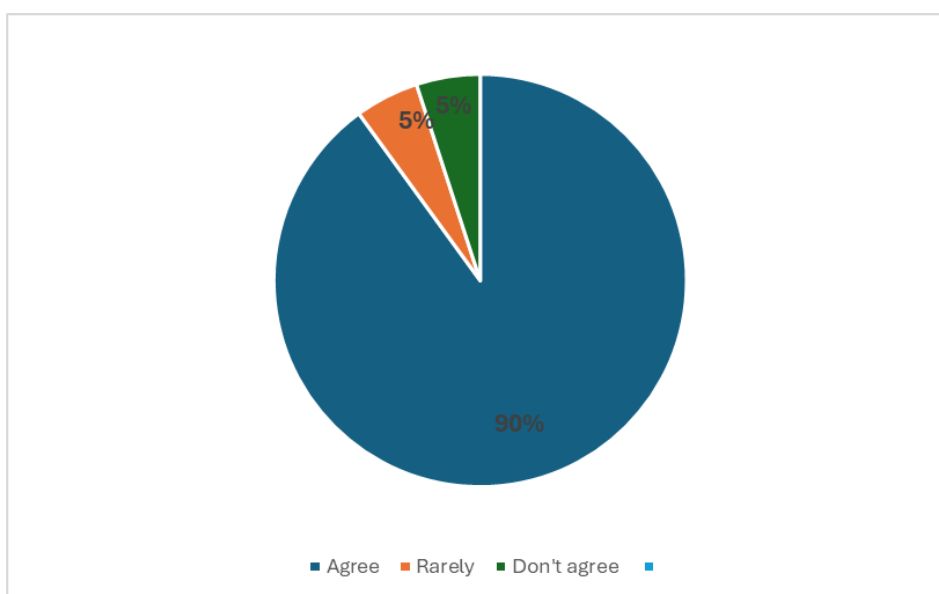
Statement 8 “I would like to have tips during the listening tasks” was asked in order to understand whether students need tips during the listening tasks. Some students stated that they struggled, they listened to the speaker’s speech but could not understand the main idea of the theme; thus, it is advised to have visual clues, tips and keywords on the presentation or just on the blackboard. Tips can be used for the learners, who do not understand the recorded speaker’s speech at all, or for students who understand but could benefit as well to spend less time filling the gaps in their listening tasks. Tips could be not only keywords but a theme related video, or keyword meaning explanations. Pre-listening tasks, indeed, are important as they provide information that is important and give clear view to main listening, Movva, Purnachandra, Veliventi and Maithreyi (2022) state, mirroring the idea of what will be and what is expected. Moreover, Renandya and Farrell (2010) remind that listening problems are related to not understanding words, the meaning of them, or students are not able to recognize the words in a speech and process it fast to catch the main idea.



**Figure 3.1.8. Students’ Response to the Statement “I would like to have tips during the listening tasks”**

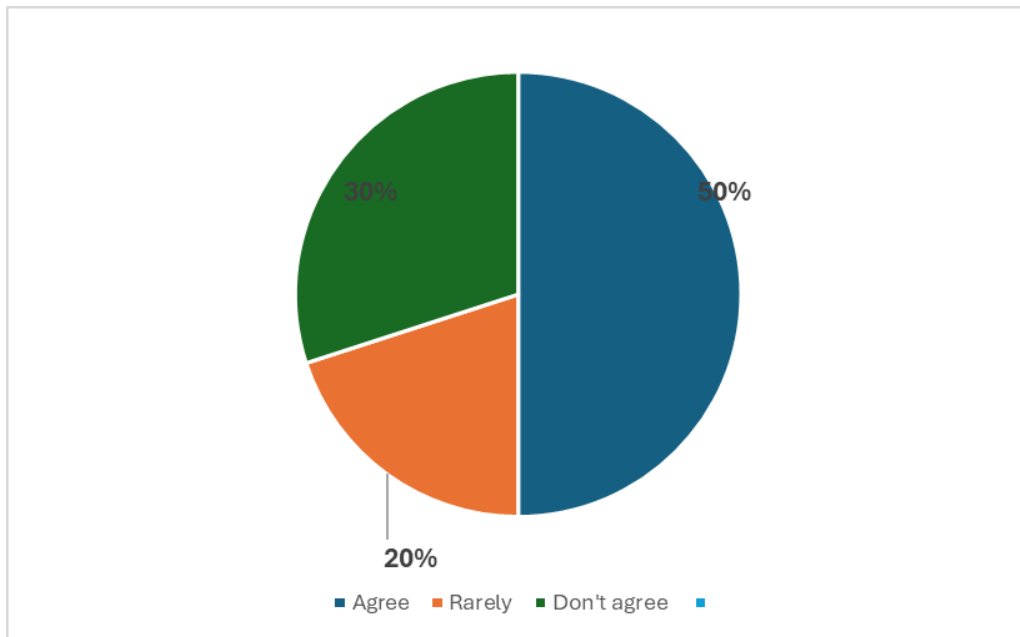
The answers to Statement 9 “I would like to have tasks before listening in order to be ready for the listening lesson” showed that students would like to have pre-listening tasks (see Figure 3.1.9). Only 5% of students chose the option *rarely*, and the same number of students did not agree, because they did not have such an experience before and were not sure if they needed such tasks during their English lesson. Based on the previous experience during lessons, students skipped tasks because tasks were not understandable, students moved forward and forgot to come back and fill in the missing tasks. It is better to skip and after coming back, but the practice showed that students forgot about the skipped tasks, and just did other tasks not coming back. Tips can help with this kind of difficulty and complete all the tasks. According

to Jetesbaevna (2022), the goal of the video audio learning for the lesson is to make listening tasks easier to understand for the students, so video should help to understand listening to audios, too. To hold the attention during the audio listening, it is the main problem for the teacher, and this statement approves results in Figure 3.1.9. Moreover, Jetesbaevna (2022) research shows that it is better to focus on the video during listening tasks, it helps students to get a more realistic vision of what they listen to. Students usually lose the main idea of the listening task, because they imagine what is happening now, and it could stimulate their interest to participate more effectively in this part of the lesson.



**Figure 3.1.9. Students' Response to the Statement "I would like to have tasks before listening in order to be ready for the listening lesson"**

The last Statement 10 "My background knowledge of the theme needs to be better in order to have better understanding of the topic" was asked in order to see the full picture of background knowledge, how students see their opportunities and wellness in the study process. Based on the data obtained, students thought that they had good knowledge to be ready and complete the listening tasks (see Figure 3.1.10). It showed that students are confident, and they have good knowledge according to the theme they are taught. 30 %of students did not agree with the statement. It may be caused because they think about a concrete task, or just 1, previous one but not in general.



**Figure 3.1.10. Students' Response to the Statement "My background knowledge of the theme needed to be better in order to have a better understanding of the topic"**

The conclusion of the student questionnaire is that students need help during the listening tasks, they struggle and would like to use teacher's tips to develop their listening skills and do different listening tasks. In order to help students to develop their listening skills, based on the obtained result from the student questionnaire, the author of Bachelor's Thesis planned and organised three different English lessons aiming to implement audio visual teaching aids. Besides, the student questionnaire was used one more time after the implemented listening tasks to collect students' feedback and compare the results.

### **3.2. ANALYSIS OF ENGLISH LESSONS WITH AUDIO VISUAL TEACHING AIDS USED**

The author of Bachelor's Thesis managed three lessons for the Grade 7, the theme of the lesson were selected according to the interest of the students (see Appendix 2, 3 and 4). Students are interested in sports, culture, cinema, movies and eating outside. The theme of the first lesson was Sport activities, the second lesson's theme was Movies, and the Third one was Eating out. Each lesson was 40 minutes long, and in these lessons were participated 10 students, students were selected with different background of the knowledge, grammar, and vision how to complete the listening tasks. The first task was used as a warm up task, before the listening audio students needed to be prepared for it. Students needed to refresh their memory about what types of films they know. Students need to match the types of film with the pictures, they see

the pictures of movies on their worksheet and draw the line and match the pictures. Students refresh the memory of seen movies, they try to be ready for the listening task, in order to be more concentrated during the listening task. During the listening task students need to check their understanding and make multiple choice tasks, circle the correct answer while listening, in the next task students need to complete the gaps with the correct word.

The exercises in the listening task were managed and prepared by the difficulty level. In the beginning of the lesson, students do warm up exercises, circle the correct answers while listening to the audio conversation, the third one task is supplemented with time at what time the activity has happened, the last task is the most complicated for the students, they needed to remember to correct time of the specific activity. The last task was called the discussion part. The last task was needed in order to hear what new words students remember and could use them during the discussion. Students worked in pairs, they needed to ask each other questions about the films which they liked, and make notes, make the brief presentation, and be ready to present the answer. This task was selected in order to improve speaking, and presentation skills. After the listening task students need to know the name of the article, who participated in the talking, the main idea of it. After the lesson, students gave the worksheets of their work to the teacher for the checking. The lesson plan can be seen in Appendix 2. The audio for the lesson plan was selected based on the interests of the students, and difficulty level was selected according to Valsts izglītības satura centrs (n.d.), the aim of the audio was to make lesson in order to prove or refute the theory by the Bachelor's Thesis about listening skills.

During the audio, the teacher is advised to use excessive tonality, visual tips in order to help students to be more motivated during the listening task. Visual tips are advised to use in order to refresh the memory and make students understanding of the listening better. The teacher started with simple content of the lesson plan, easily understandable materials help students to manage the task faster.

According to Stephens and Aoki (2021), listening is a very complicated process, and students cannot get the full information by listening with all attention. Students need to follow the lip movement also, if it is provided. Lip movement can aid the listening process and understand the aim of the speaker's speech. Teachers can help students during the starting process of the listening learning, or if students are stuck in the text by providing the pauses during audio, this can be obtained by the correct intonation during audio-video lesson.

Regarding Stephens and Aoki (2021), during the listening task it is better to limit reading, students need to focus on the listening only. Considering two variations, where students

listen and then read or listen but record runs with pauses, the better result will be when students listen to totally new information with pauses, slowly, neither listen nor then read. It is recommended to use pauses, to use correct intonation during the audio Ren Teaching. Listening comprehension is the main goal during teaching how to understand the speech but mismatch the speed may provide difficulties with understanding the speech of the speaker. According to Hamouda (2013) audio learning for the students is a complicated process, it is a mental process, the process consists of some stages as: conceit, attention, intelligence, and memory. Regarding Hamouda (2013) bad knowledge of the English language, and idioms efforts to the listening skills, the great majority of the students do not listen English language everyday day, the initiative to watch Netflix or YouTube can be suggested by the teacher, these small steps help students to understand accent, and the speed of the speaker's speech. The length of the spoken text may bring difficulties to the students, for the students it is difficult to concentrate for a long time. Major factor that negatively affects to the result of the listening skills- can be the length of the speaker's text, not even grammar, because the text bore the listeners. It is possible to interfere that speaker's text should not be too long, it retards further steps which lead to the progress of the listening task. Trying to understand each word, and immediately translating it shows a slow finite result. The teacher may sequentially show to students that it is not needed in order to understand the whole text and each word. Some students have difficulties during the listening task because of unfamiliar theme of the lesson, it makes stress for them. and students do not complete the task at all, teacher is advised to make pre-listening, as a warm up, to refresh the theme. If the topic is unfamiliar, listening is not easy for the majority of the students. Regarding Hamouda (2013) if there is a mismatch between the subject and previous experience it provides too slowly understanding the speaker's text.

Background knowledge is needed for the students regarding the listening task, or theme they listen to. Students can guess the meaning of the speaker's text, words may be not known, but due to background knowledge students may guess the meaning of the word. Hamouda (2013) in his research shows that it is better to have background knowledge, not to try to understand all the words, students do not need to know everything, but students may guess the meaning of the words without translating the word. Research by the Hamouda (2013) that was made with Saudi students showed that the text which is too difficult for understanding and linguistic challenges all in one make the main problem during the listening comprehension. Everyday conversation words which are used in listening text may help to understand the aim of the text, colloquial language helps to understand the specific of the speaker's text, but reduced forms of the words that could be used in a text may bring misunderstanding of the

sentence, reduced forms that are used in a speaker's text may bring difficulties during the listening task.

During the speaker's speech there can be signal words, so signal words signal about the intonation, for example, "but", "moreover". These words signal about the text structure. During the listening task students may get stuck during the process because of not understanding meaning of the word. Students think about the word meaning, not trying to understand the main idea on the whole text, students do not try to guess the meaning but understand what concrete word means, and this is a mistake, think Hamouda (2013), as "word-by word processors" and this prevents their future actions regarding the listening task, and the links between the words will be missed, so this action brings the future mistakes about the listening task. Listening text should not be very long, long text can make it hard to understand the main body of the speech. While listening to the speaker's text students need to be attentive, the limit on the time is concrete, restricted, so it prevents students from being attentive, if students are not attentive, they can miss useful information, the content of the speech. Not understanding how to be good listener and take the maximum from the listening speaker's text may provide future problems according to listening lesson as it is, and eventually effect to the understanding listening speech. During the lesson, students may think about another question, the question, which is not related to the lesson, or thinking where they are stuck, if the word is not known and students are trying to translate the word, and do not listen to the rest of the text. The problem during the lesson could be if a student loses focus during the listening task, if the text is lengthy, the student may be not ready to focus for this length of the text prepared by the teacher.

According to the author's private experience working at school, during listening tasks students have problems because they hear totally new words. The teacher's aim is to make the listening task in that case, when students may easily keep concentration on the main body of the speaker's text, if the students are distracted on them, they can keep concentration on useful points in the text. Teacher always has to check the record, the quality of the record should be good, listeners could understand speaker's voice, and no other noise, or outside noises should be there inserted, it prevents not to understand the text. By the way, the teacher may check the atmosphere in the class, if the students in class are stressed, or too active, or students feel uncomfortable because of some factors it will bring a negative result to the lesson for both sides, the teacher and the student.

Based on the research, which was made by Azoua (2003), the positive result of understanding a foreign language is going hand by hand with listening. Usually speaking needs to be with listening, speaking and listening need to be together in one lesson, speaking provides

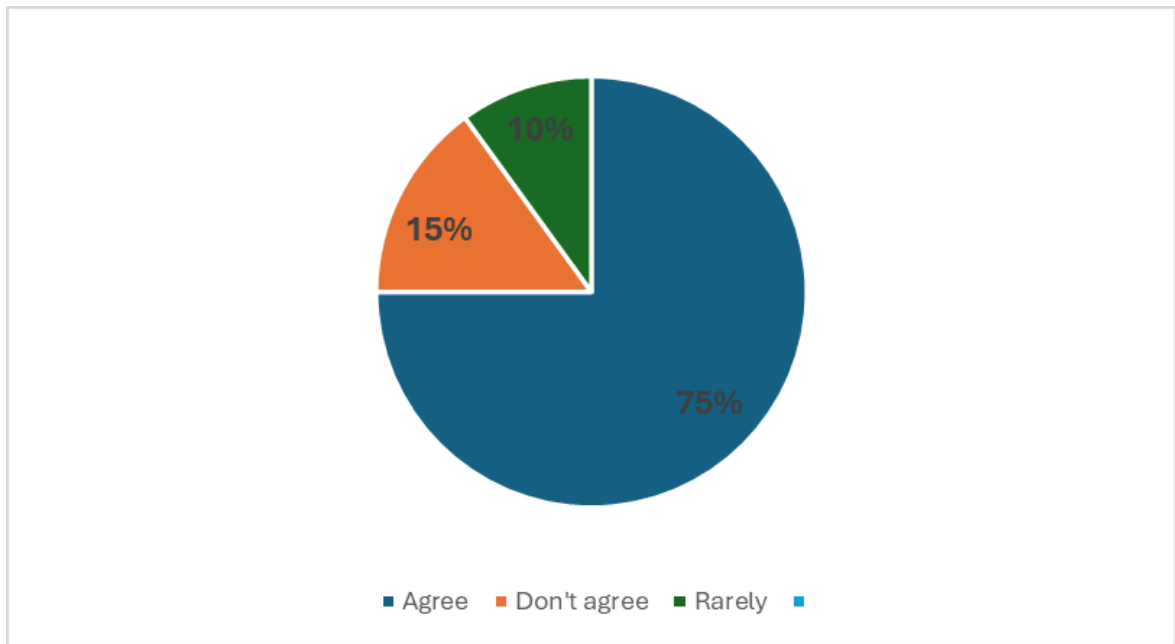
progress in a listening task. Some students can feel fretfulness, during the listening task it can bring worries, the spoken text usually brings worries, stress, panic and no result after the listening. Various approaches and strategies are promoted very fast, audio books and recorder speech during the English lesson used together will bring more results in a shorter time. Azoua (2003) stated that teachers still meet the difficulties in designing the listening classes for the students, the main difficulties are how to make listening and speaking interesting in one lesson for the students. According to Azoua (2003), listening happens to be a difficult skill to teach foreign language for the teachers. All in all, it may bring psychological problems for the students, and they are not motivated to be a good listener and do not understand where the problem is. Teacher is that person who can and may help to prevent. Lack of interest is a very important part too, understanding the theme and main topic is a useful part but if the student is not motivated, because of pains, of not knowing the new words for example brings problems, and does not overcome such difficulties. The teacher may help to overcome such difficulties, for example, the teacher may find tasks which are not the same during the listening task, boring tasks also bring lack of motivation.

Students need to be able to understand the listening text. As a result, they need to be able to guess the meaning of the text, but some of them do not understand the listening text and students lose interest in the text. The main task for the teacher is to arouse the interest for the listening, students who are motivated, they are achieved for the result.

### **3.3. ANALYSIS OF THE REPEATED STUDENTS' QUESTIONNAIRE**

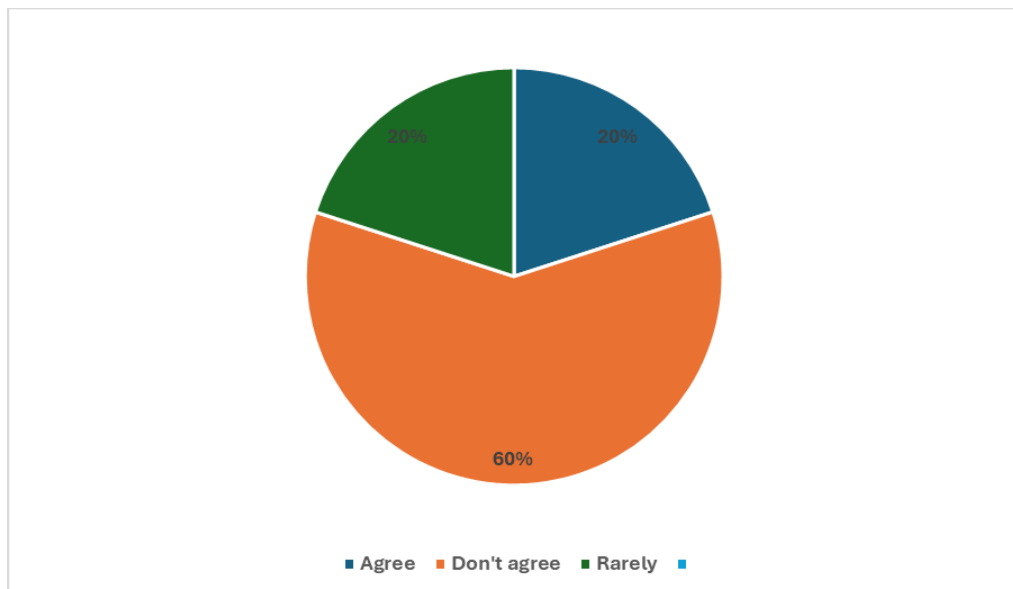
In order to evaluate students' progress, listening skills, and how visual assessment helped or did not help them during listening tasks the questionnaire was carried out repeatedly (see Appendix 5).

Analyzing Statement 1 "I can understand the main idea of the speech", the purpose of this question was to understand how students do understand the accent of the speaker, the voice. The result shows that the accent and the noise, the voice, still struggle students, because students try to translate all their not understandable words in their head.



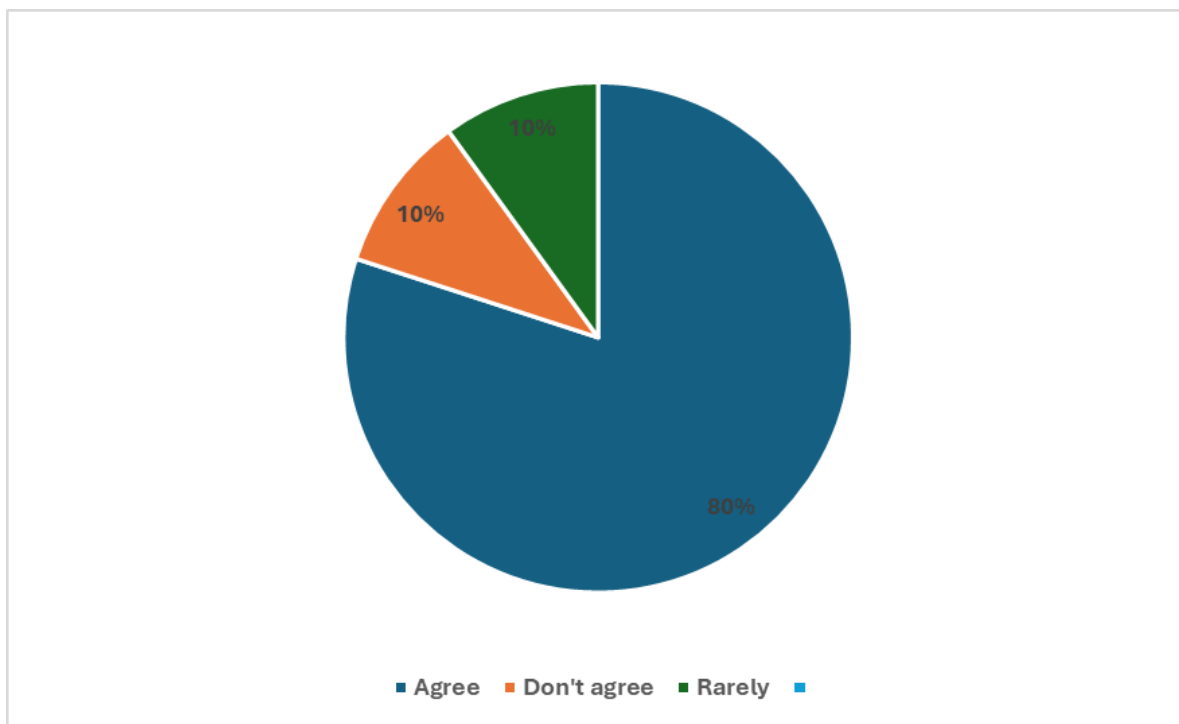
*Figure 3.3.1. Students' Responses to the Statement: "I can understand the main idea of the speech"*

The results of Statement 2 "I need to have more time during the listening" showed that students did not agree with this statement, based on the data received results, students do not need so much time as it was stated in the beginning of the research, students see the meaning of the words, the pictures, the explanation of them, and do not skip so many tasks as they did before without visual implement.



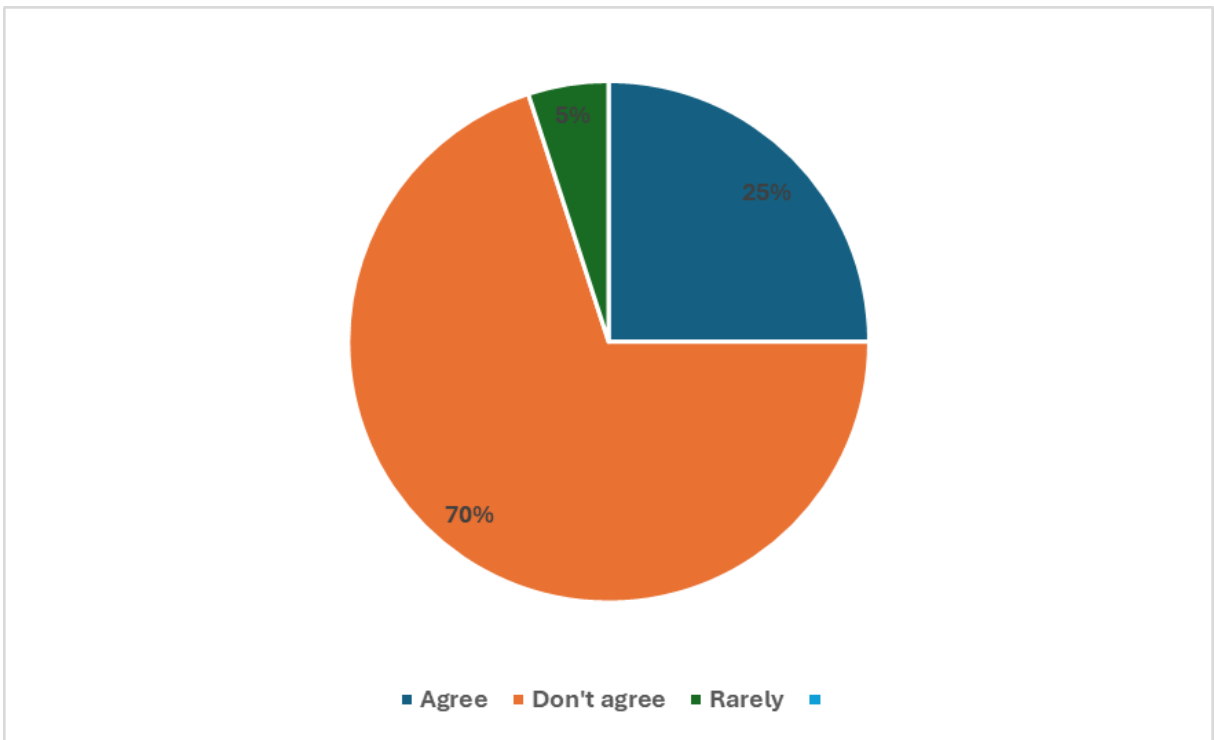
*Figure 3.3.2. Students' Response to the Statement "I need to have more time during the listening, it is difficult for me to translate the speech"*

Statement 3 was asked with the purpose to know how often students are involved in listening. Listening without visual tips, and not understandable new words makes students waste time on the translation and trying to understand the main point of the audio text. The result showed that visual presentation, the flashcards helps much, 80 % marked that it is needed to be implemented to the lesson plan of the picture, if the explanation is shown, it does not makes much time wasting



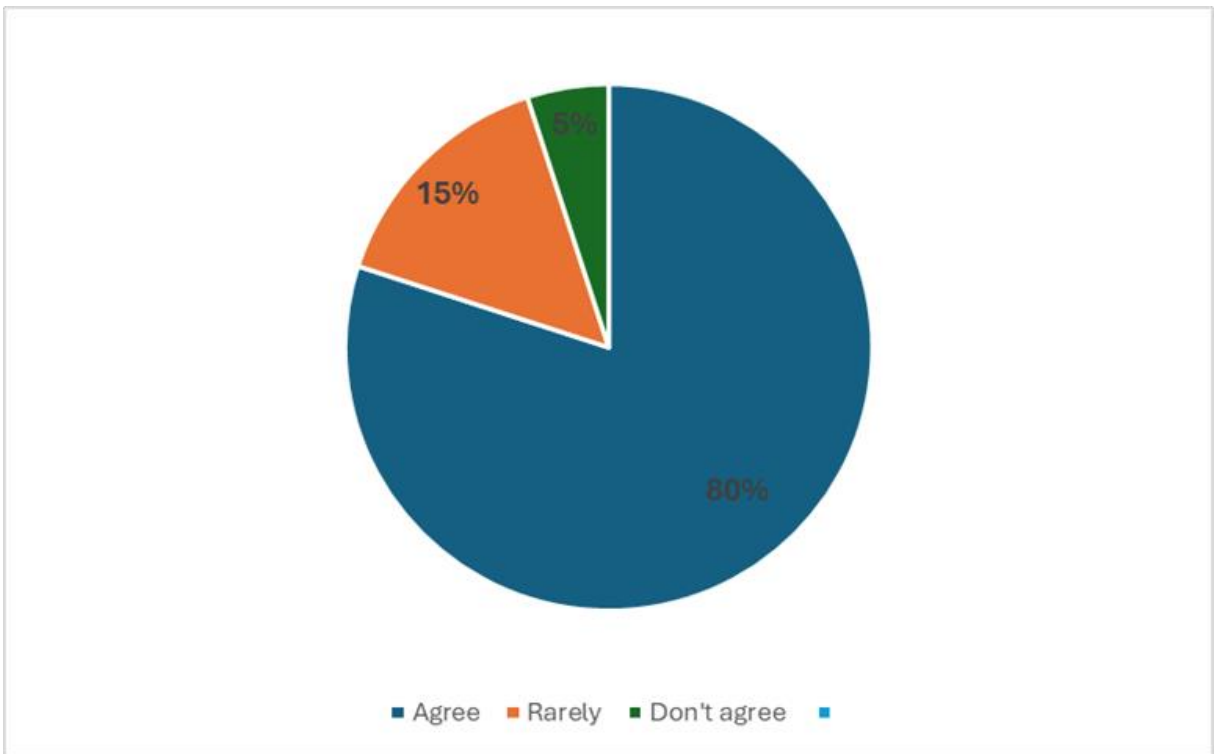
**Figure 3.3.3. Students' Response to the Statement “Listening tasks are not difficult and do not need much time for them”**

Statement 4 was asked in order to understand students opinion, if it changed from the beginning of the research, the speech of the speaker struggled in the beginning of the research, it made confused, stressed, the new theme made much stress for the students, and 70% of the result showed that students do not struggle, do not skip, do not stress so much, the visual implement helped them to finish the listening task, pictures with explanation helps to move forward with the task, 25% shows that we still have in the class students who try to translate and to re-write the new words and then do the task, but 5% is good result. The students do not have these skipped tasks as it was in the beginning of the research.



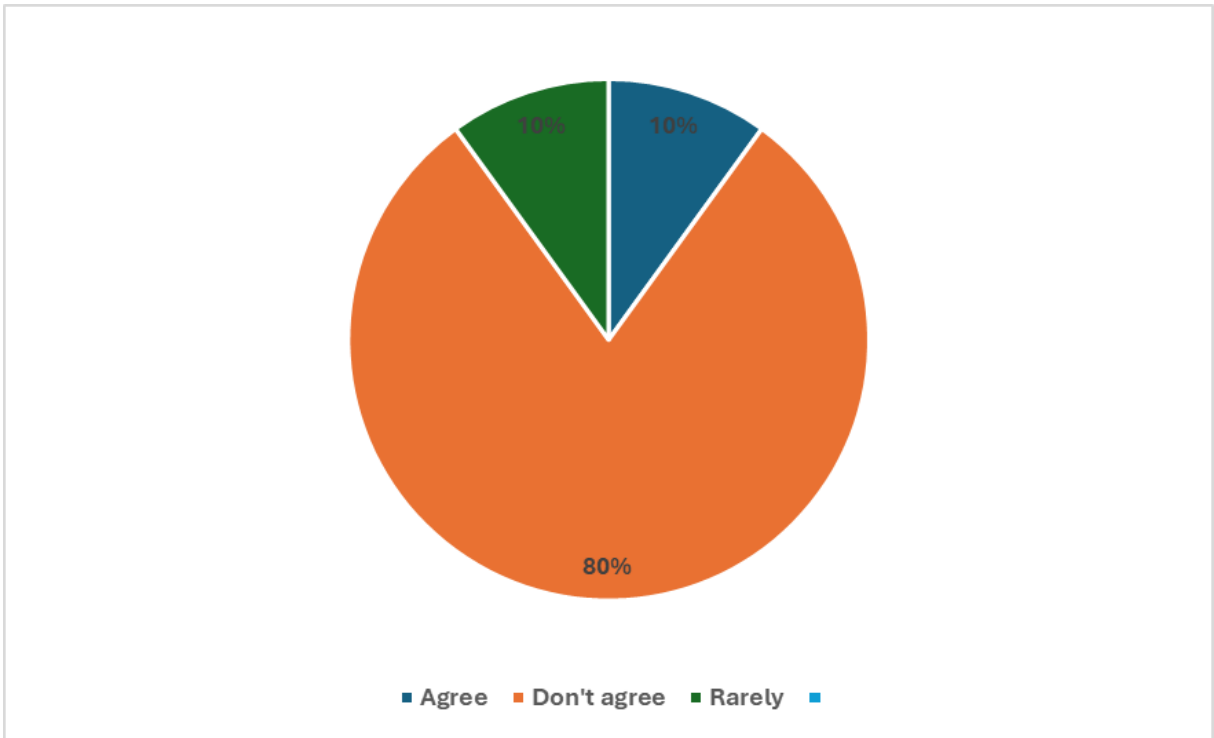
**Figure 3.3.4. Students' Response to the Statement "It takes much time to understand the speech by the speaker"**

Statement 5 showed good results, 80% of the received answers from the students showed that students do not try to concentrate during the listening task, they see the cards with the words, students concentrate only for making the task, not for understanding the meaning of the words. Cards, videos of the new theme give positive results and give the confirmation of the Bachelor's Thesis, that research has positive results. Some students do not find listening tasks difficult; they do not need to concentrate so much during the listening exercises as they did before.



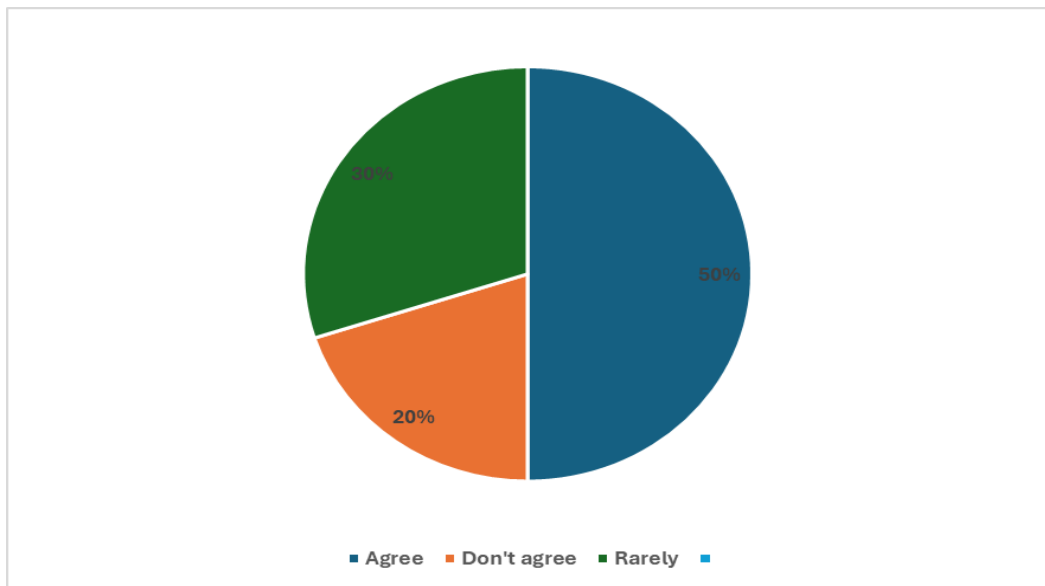
*Figure 3.3.5. Students' Response to the Statement “I find it difficult to concentrate during the listening tasks”*

Statement 6 was asked in order to understand how students manage the time during the listening task, the result of 80% showed that students do not need so much time for the listening and completing the task, the task was clearer using the tips during the listening. In the class, 10 % we still have the students who try to write not understandable words, and then complete this task, not using visual tips that teacher advise to use.



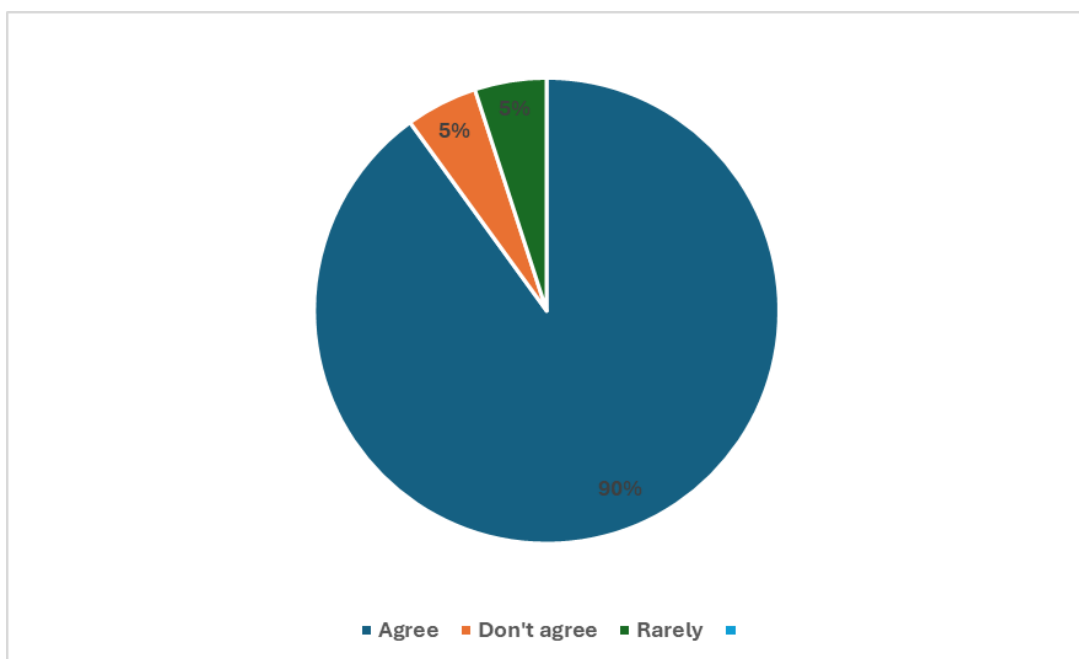
**Figure 3.3.6. Students' Response to the Statement "I need more time for the listening and for the writing tasks"**

Statement 7 was asked with the purpose to know whether students understand the accent, and the result of this question showed that 50%, 5 students do not understand the accent, 30% rarely do not understand the accent, but mostly students try to use visual help that helps them during the listening task, 20% understand the accent of the speaker.



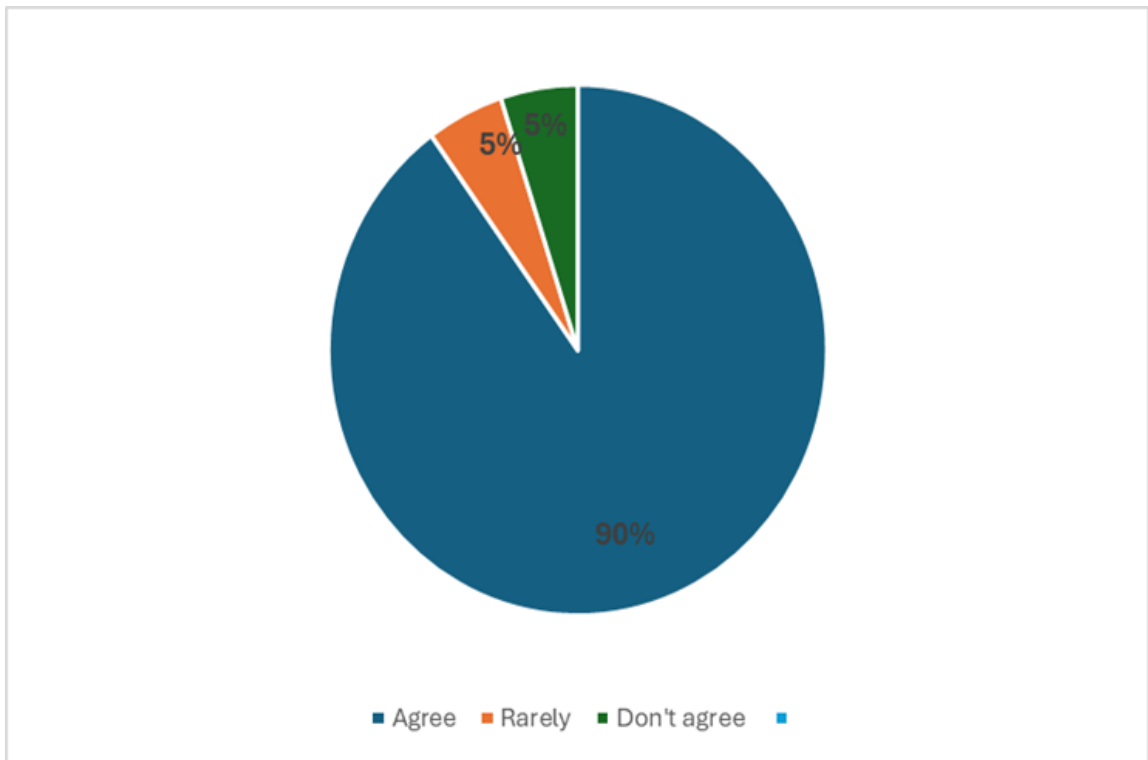
**Figure 3.3.7. Students' Response to the Statement "I do not understand the accent of the speaker's speech"**

Statement 8 was asked once again in order to see the result of the research main question, do the students need the tips, visual, video implement , how it help them, and if it helps them during the listening task, the result was good, students marked that they need these tips, it helps them not to waste time on the translation and understanding the words meaning. 90% of the received answers showed that research was needed to be done, and the teachers may use and are advised to use visual aids during the listening tasks, 5% of the students marked rarely and do not agree - these 5% showed that students do not mind, but they do not care about the mark of the listening task. The result of 5% is still good, some students may not be interested in English as a foreign language, some students think that languages are too difficult to remember, they do not care about the mark.

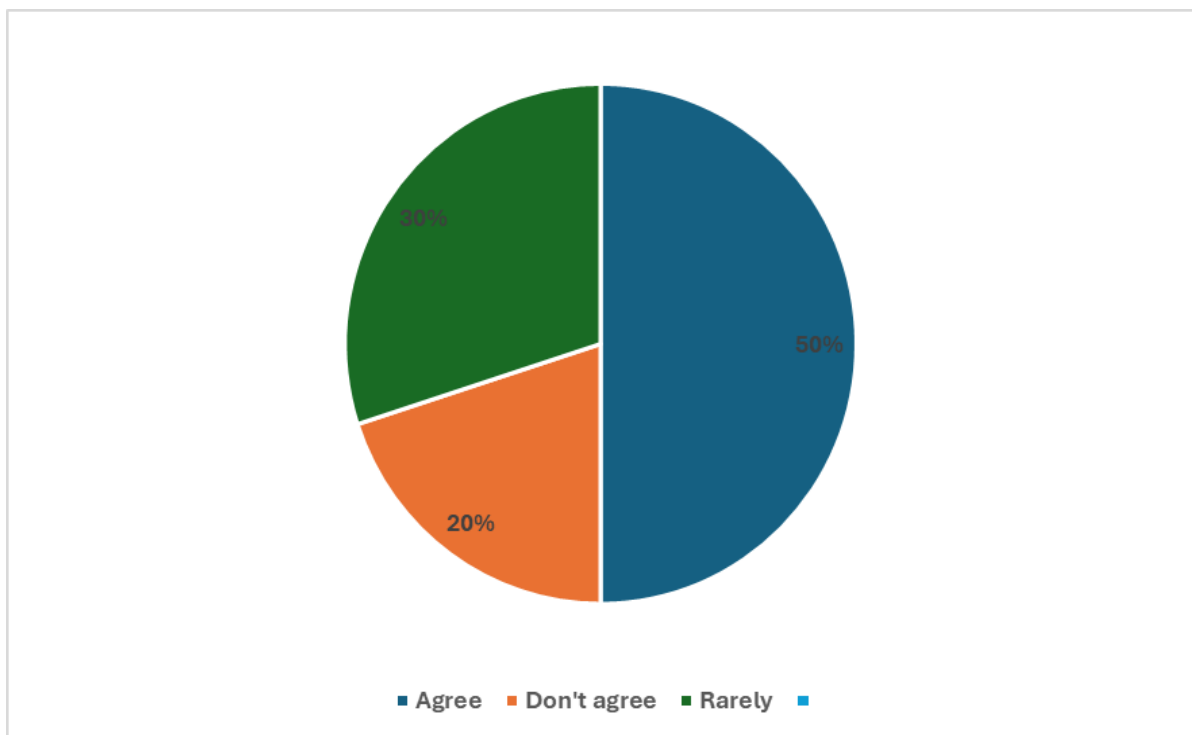


*Figure 3.3.8. Students' Response to the Statement "I would like to have a tip during the listening tasks"*

Statement 9 gave evidence of the visible conclusion that students need to have pre-listening tasks like warm up or watching the video presentation about the theme.



*Figure 3.3.9. Students' Response to the Statement "I would like to have pre-listening tasks before listening in order to be ready for the listening lesson"*



*Figure 3.3.10. Students' Response to the Statement "My background knowledge of the theme needed to be better in order to have a better understanding of the topic"*

Statement 10 showed that students do not understand what is meant by background knowledge, and they do not understand how the background knowledge could be improved, if they do all the requirements by the teacher, 50% think that they need to change their background knowledge but do not know how, that is why only 50%. 30% think that they could try to do more but do not understand what concrete steps should be done, 20% do not agree with the statement - this 20% showed that students are self-confident with their mark, they do not think that they need to change anything.

## CONCLUSION

Although there is a variety of techniques of visual clues that could help students to understand the meaning of words during the learning process of the English language and encouraging students to become more effective problem solvers and language tasks accomplishers, the Bachelor's Thesis was written in order to explore how audio visual teaching aids can help to develop students' listening skills in English lessons. The author searched to find out the answer if visual tips and other methods like stickers, flashcards, long-term vision through planning, clear instructions and classroom management improvements could help students during listening exercises. The Bachelor's Thesis was also written with the aim to understand how to support students' learning and deeper understanding of new words that are introduced in various listening tasks in English as a foreign language as visual tips could help students to provide better understanding of the learning material, or to avoid annoyance or frustration meeting unknown vocabulary items.

Theoretical research of scientific sources was useful to determine the importance of the listening skills in English lessons, especially in Grade 7 as a chosen research sample for the case study. A case study was conducted in a public school, located in Riga; the school gave the opportunity to do research on how audio visual teaching aids can help to develop students' listening skills in the author's conducted English lessons during her teaching practice.

For the case study, it was needed to design a questionnaire in order to explore the strong and weak sides for the students during the listening tasks. Knowledge of students' challenges during the listening tasks helped the author of Bachelor's Thesis to make preparation for the planned English lessons. The results of the questionnaire showed that students had problems during the listening tasks, they skipped the task, if the words were not understandable or it was difficult to understand the speech of the speaker. It was discovered that students liked true/false tasks, because it was easier to mark the answer if they did not remember the correct answer; the matching tasks students liked as well, they could easily find the correct answer. As a result, listening task related advantages and disadvantages were considered in order to make English lesson plans for the chosen research sample of students in Grade 7.

The author of Bachelor's Thesis conducted three lessons. The themes of these lessons were chosen according to the interests and possible hobbies of the students in Grade 7, who were twelve years old. It was found out that students had interests in culture, sports and junk food cafes. These themes stimulated the students' interests to go deeper with the understanding of the listening speech of the speakers in offered recordings.

The questionnaire was used twice, before and after the English language lessons where audio visual teaching aids were implemented, it was needed to understand if the author of the Bachelor's Thesis got the results that were expected. The results showed that students needed to have audio visual teaching aids and tips, especially flashcards with the words that had to be heard and understood during the listening task. It gave the opportunity not to skip the task but to finish it. Students were more self-confident if they saw the explanation and translation of the words on flashcards, they did not have to waste time remembering the translations and just guessing the translation. Grade 7 students provided their feedback at the end of the research on using the audio visual teaching aids during the listening tasks. The results showed that students would want to use flashcards and other audio visual teaching aids during listening tasks. They helped not to skip the listening task, if the words were difficult to remember.

The author of Bachelor's Thesis considers that the result was achieved. In order to get better results and develop students' listening skills using audio visual teaching aids, it is advised to have more English lessons using listening tasks for the students. To sum the result, the author of Bachelor's Thesis hopes that results obtained will inspire other teachers to use audio visual teaching aids during their lessons in any age of students to help them develop and improve their listening skills.

## **THESES**

1. Audio visual teaching aids such as flashcards and stickers with unknown words used during English lessons are useful and supportive for developing students' listening skills.
2. Listening for gist gives the opportunity for the students to understand the main idea of the speaker's speech even if all words are not known to them.
3. Audio visual teaching aids help students not to skip the difficult task but capture students' attention using the teacher's tips and presentation. To increase listening comprehension, students see the meaning of a word, and this helps them to move forward during the listening tasks.
4. Listening tasks typically cause stress for English as a foreign language learners; to avoid it visual teaching aids and tips should be introduced to ease the perception of listening tasks and reduce students' stress in English lessons.
5. During the listening tasks, audio visual teaching aids help to maintain students' attention, motivation for action and simplify the perception, learning and understanding of complex vocabulary, meanwhile developing and strengthening students' listening skills.
6. The results of the students' feedback questionnaire showed that tips and visual cards helped them during the listening task and students had better results in contrast with their previous listening tasks done during the English language lessons.
7. The use of audio visual teaching aids need to be implemented as a variation of the listening task to support English as a foreign language learners when developing their listening skills.

## BIBLIOGRAPHY

1. Alison, D. (2024). Active Listening Definition, Skills, and Examples, Dotdash Meredith. Retrieved from <https://www.thebalancemoney.com/active-listening-skills-with-examples-2059684#citation-1>
2. Anderson, A., & Lynch, T. (1988). Listening. Oxford University Press. Retrieved from [:https://books.google.lv/books?id=PI72nQEACAAJ&pg=PP5&source=gbs\\_selected\\_pages&cad=1#v=onepage&q&f=false](https://books.google.lv/books?id=PI72nQEACAAJ&pg=PP5&source=gbs_selected_pages&cad=1#v=onepage&q&f=false)
3. Asmawati, A. & Darti (2017). Analyzing Students' Difficulties Toward Listening Comprehension. Volume 3/2. Retrieved from [https://www.researchgate.net/publication/324137605\\_ANALYZING\\_STUDENTS'\\_DIFFICULTIES\\_TOWARD\\_LISTENING\\_COMPREHENSION](https://www.researchgate.net/publication/324137605_ANALYZING_STUDENTS'_DIFFICULTIES_TOWARD_LISTENING_COMPREHENSION)
4. Asemota, H.E. (2015). Nature, Importance and Practice of Listening Skill. *European - American Journal*.
5. Bennetch, R., Owen, C., & Keesey, Z. (2021). Stages of the Listening Process. University of Saskatchewan. Retrieved from <https://openpress.usask.ca/rcm200/chapter/stages-of-listening/>
6. Bashayer, J. (2024). The Stages and Aim of Listening Process. *European Journal of English Language and Literature Studies*. Vol.12, No.2, pp.39-51. Retrieved from <https://ejournals.org/ejells/wp-content/uploads/sites/23/2024/03/The-Stages.pdf>.
7. Buck, G. (2001). *Assessing Listening*. Cambridge University Press.
8. Brown, S. (2011). *Listening Myth: Applying Second Language Research to Classroom Teaching*. [PDF document]. Retrieved from [:https://www.slideshare.net/slideshow/listening-myths/14348130](https://www.slideshare.net/slideshow/listening-myths/14348130)
9. Celia T., Bullan PH.D, Ianthe De Leon (2002). Diliman: Practical Speech <https://sryahwapublications.com/article/abstract/2637-5869.0701002>
10. Cambridge Assessment English. (2021). Developing listening skills for Cambridge English Qualifications. A guide for teachers. Retrieved from: <https://www.cambridgeenglish.org/images/617355--teacher-s-guide-to-developing-listening-skills.pdf>
11. Dale, E. (1946). *Audio Visual Methods in Teaching*. NY: Dryden Press. Retrieved from [https://ocw.metu.edu.tr/file.php/118/dale\\_audio-visual\\_20methods\\_20in\\_20teaching\\_1\\_.pdf](https://ocw.metu.edu.tr/file.php/118/dale_audio-visual_20methods_20in_20teaching_1_.pdf)
12. Dudeney, G. & Hockly, N. (2009). *Learning English as a Foreign Language for Dummies*.
13. Ho, D., Intai, R. (2017). Effectiveness of Audio-Visual Aids in Teaching Lower Secondary Science in a Rural Secondary School. Retrieved from <apjee2017.32-libre.pdf> (<d1wqtxts1xzle7.cloudfront.net>)

14. Dunkel P. Pialorsi F. (1980). *Advanced Listening Comprehension* (3rd ed.): Pialorsi.
15. Field J. "Listening in the Language Classroom", Cambridge Books Online © Cambridge University Press, (2009). [PDF document]. Retrieved from :[https://staffnew.uny.ac.id/upload/132304799/pendidikan/\[John\\_Field\]\\_Listening\\_in\\_the\\_Language\\_Classroom\\_\(BookFi.org\).pdf](https://staffnew.uny.ac.id/upload/132304799/pendidikan/[John_Field]_Listening_in_the_Language_Classroom_(BookFi.org).pdf)
16. Garton S., Capland F. (2016). *The Routledge Handbook of Teaching English to Young Learners*: Routledge.
17. Hamouda (2013). An Investigation of Listening Comprehension Problems, *International Journal of Academic Research in Progressive Education and Development* April 2013, Vol. 2, No. 2, Retrieved from [An Investigation of Listening Comprehension Problems ... / an-investigation-of-listening-comprehension-problems.pdf / PDF4PRO](#)
18. Hayrapetyan N. (2016). *Teaching Listening, Problems and solutions*. Yerevan State University. [PDF document] .Retrieved from: [https://www.researchgate.net/publication/369495893\\_TEACHING\\_LISTENING\\_PROBLEMS AND SOLUTIONS](https://www.researchgate.net/publication/369495893_TEACHING_LISTENING_PROBLEMS_AND_SOLUTIONS)
19. Hounnou, A. M. (2003). *Determining and Planning Listening Activities in Literary English as a Foreign Language Classes*. Université de Parakou, Bénin. Retrieved from <https://sryahwapublications.com/article/abstract/2637-5869.0701002>
20. Hosseinpour M. (2018). "Helping Pre-Intermediate Students improve strategies of prediction, inferencing and using background knowledge in Listening for gist and for specific information", Atilim University, Retrieved from [https://www.researchgate.net/publication/329044593\\_Helping\\_Pre-Intermediate\\_Students\\_improve\\_strategies\\_of\\_prediction\\_inferencing\\_and\\_using\\_background\\_knowledge\\_in\\_Listening\\_for\\_gist\\_and\\_for\\_specific\\_information](https://www.researchgate.net/publication/329044593_Helping_Pre-Intermediate_Students_improve_strategies_of_prediction_inferencing_and_using_background_knowledge_in_Listening_for_gist_and_for_specific_information)".
21. Jetesbaevna, J. (2022). *Using Video Materials in English Lessons*. Retrieved from file:///C:/Users/aleks/Downloads/1789.pdf
22. Koifman, J. (2021). *Visual study skills for students with learning disabilities*. [PDF document]. Retrieved from [.https://www.researchgate.net/publication/374842538\\_Visual\\_study\\_skills\\_for\\_students\\_with\\_learning\\_disabilities](https://www.researchgate.net/publication/374842538_Visual_study_skills_for_students_with_learning_disabilities)
23. Kadagidze, L. (2006). "Different types of Listening materials", *IBSU International Refereed Multidisciplinary Scientific Journal*, N.1, 2006. [PDF document], Retrieved from <https://journal.ibsu.edu.ge/index.php/ibsusj/article/view/17>
24. Kline, J.A. (1996). *Listening Effectively* (4th ed.). Air University Press.
25. Movva, S., Purnachandra, R.A., Veliventi, P., & Maithreyi, G. (2022, August). *The Effect*

- of Pre, While, and Post Listening Activities on Developing EFL Students' Listening Skills. Vol. No. 8, pp. 1500-1507. Retrieved from <https://tpls.academypublication.com/index.php/tpls/article/view/3783>
26. Mirvan, X. (2013). The Advantages of Using Films to Enhance Student's Reading Skills in EFL Classroom. *Journal of Education and Practice*, 4 (13), 64-65, Retrieved from [The Advantages of Using Films to Enhance Student's Reading Skills in the EFL Classroom | Mirvan | Journal of Education and Practice \(iiste.org\)](#)
27. Nemtchinova E. (2018). Teaching and Listening. *Tesol*. Retrieved from: <https://essentialsoflanguageteaching.net/wp-content/uploads/2018/08/teaching-listening.pdf>
28. O. Ilomo " Investigating the Factors Limiting the Use of Visual Aids in English Language Teaching in English Medium Primary Schools in Meru District " , *International Journal of Contemporary Applied Researches* Vol. 8, No. 4, April 2021 (ISSN: 2308-1365) , University of Arusha, Tanzania, Retrieved from : <https://www.ijcar.net/assets/pdf/Vol8-No4-April2021/8.-Investigating-the-Factors-Limiting-the-Use-of-Visual-Aids-in-English-Language-Teaching-in-English-Medium-Primary-Schools-in-Meru-District.pdf>
29. Richards C.J. & Schmid R. (2013). *Longman Dictionary of Language Teaching and Applied Linguistics*.
30. Richards J. (2006). *Communicative Language Teaching Today*. Cambridge University Press. Retrieved from : <https://www.professorjackrichards.com/wp-content/uploads/Richards-Communicative-Language.pdf>
31. Rajagukguk, H. (2019). *Critical Listening*. Infogain Publ.
32. Rost, M. (2002). *Teaching and Researching Listening*. Pearson Educ.
33. Rozenfelde, M., & Shkrabova, V., Teresko A. (2020), *Expanding Vocabulary for Primary School Pupils with Mental Disabilities and Language Underdevelopment*, [PDF document], Retrieved from : <https://journals.rta.lv/index.php/ER/article/view/5369>
34. Rogers, R. (1961) "On becoming a person". Houghton Mifflin Comp. Sentry Edit. Retrieved from: <https://archive.org/details/onbecomingperson00roge/mode/2up?view=theater>
35. Renandya, W., & Farrell, T.S.C. (2010, December). Teacher, the tape is too fast. *ELT Journal* 64(1). Retrieved from [https://www.researchgate.net/publication/249252935\\_'Teacher\\_the\\_tape\\_is\\_too\\_fast'\\_Extensive\\_listening\\_in\\_ELT](https://www.researchgate.net/publication/249252935_'Teacher_the_tape_is_too_fast'_Extensive_listening_in_ELT)
36. Smidt, A. (2016). *Listening Journals for Extensive and Intensive Listening Practice*, English Teaching Forum, [PDF document]. Retrieved from [https://americanenglish.state.gov/files/ae/resource\\_files/etf\\_54\\_2\\_pg02-11.pdf](https://americanenglish.state.gov/files/ae/resource_files/etf_54_2_pg02-11.pdf)

37. S.Graham (2006). Listening comprehension: The learners' perspective. Retrieved from [:https://www.researchgate.net/publication/222243777\\_Listening\\_comprehension\\_The\\_learners'\\_perspective](https://www.researchgate.net/publication/222243777_Listening_comprehension_The_learners'_perspective).
38. Scrivener, J. (1994.) Learning Teaching. Heinemann English Language Teaching: MacMillan.
39. Stephens, M., & Aoki, Y. (2021). Student difficulties when reading-while-listening. Retrieved from [https://www.researchgate.net/publication/363365666\\_Student\\_difficulties\\_when\\_reading-while-listening](https://www.researchgate.net/publication/363365666_Student_difficulties_when_reading-while-listening)
40. Seedhouse, P. (2022). Video Enhanced Observation for Language Teaching: Reflection and Professional Development.
41. Tūbele, S., Šūmane, I., Burčaka, M., Laganovska, E., & Landra T. (2013). Atbalsta materiāls skolotājiem darbam ar interaktīvu mācību materiālu valodas prasme veidošanai un attīstīšanai skolēniem ar speciālām vajadzībām. Rokasgrāmata skolotājiem Rīga. Retrieved from <https://registri.visc.gov.lv/specizglitiba/dokumenti/metmat/esfpr/VISC%203.1%20-%20rokasgram%20skolotajiem%20-%20valodas%20prasmju%20veidosana.pdf>
42. Tyagi, B. (2013). Listening: An Important Skill and Its Various Aspects. [PDF document]. Retrieved from <https://the-criterion.com/V4/n1/Babita.pdf>
44. Valsts izglītības satura centrs. (n.d.). *Mācību priekšmeta programmas paraugs. Angļu valoda (pirmā svešvaloda) 1.-9. klasei*. Retrieved from <https://mape.gov.lv/catalog/materials/FEB60A0E-7430-4D4A-BA5D-880A26C29F9C/view>
45. Wright. A. (2013). How and why to use extensive listening in the classroom, [PDF document]. Retrieved from <https://core.ac.uk/download/pdf/235276065.pdf>
46. Wallerstedt, C. (2011). Didactic Challenges in the Learning of Music - listening skills. [ PDF document]. Retrieved from [https://www.researchgate.net/publication/226607683\\_Didactic\\_Challenges\\_in\\_the\\_Leaning\\_of\\_Music-Listening\\_Skills](https://www.researchgate.net/publication/226607683_Didactic_Challenges_in_the_Leaning_of_Music-Listening_Skills)
47. Wang, Z (2020). Teaching Listening Comprehension. Bohai University, Jinzhou City. Retrieved from [https://www.researchgate.net/publication/348267964\\_Teaching\\_Listening\\_Comprehension](https://www.researchgate.net/publication/348267964_Teaching_Listening_Comprehension)
48. Yamamoto A. (2012). Applying the Four Strands to Language Learning. *International Journal of Innovation*, ii 168-173.

## **APPENDICES**

Appendix No.1

Student Questionnaire

Dear Student!

My name is Irina Klusa. I am a last year student of the University of Latvia, Faculty of Education Sciences and Psychology. I am carrying out research on “Audio Visual Teaching Aids to Develop Students' Listening Skills in English Lessons for Grade 7”. The main idea is to explore how to develop listening skills in order to help students during English lessons.

Please look at this questionnaire, read it carefully, and if you have any questions, do not hesitate to ask. Thank you in advance.

**You have to tick one correct answer which fits you better.**

Statement	Agree	Don't agree	Rarely
When listening I can understand the main idea of the speech			
I need to have more time during the listening task			
Listening tasks are not difficult for me			
It takes much time to understand the speech by the speaker			
I find it difficult to concentrate during the listening tasks			

I need more time for the concentrating during the listening task			
I do not understand the accent of the speaker's speech			
I would like to have tips during the listening tasks			
I would like to have tasks before listening in order to be ready for the listening lesson			
My background knowledge of the theme needs to be better in order to have better understanding of the topic			

Dear Student, please listen carefully to the audio and see on the presentation visual tips with pictures of this theme, and write the missing word, words on the blanks that you have heard. Please write the missing word grammatically carefully.

The theme of the audio is “Going to the Cinema”, the audio lasts 1.42, you can use pencil, or a pen in order to complete the task, the audio lasts without stops, after you complete the task, please be ready to give the paper to me.

Thank you.

If you do not have any questions, let’s start.

Phase	Model of the lesson
-------	---------------------

1.	Theme of the lesson	Going to the Cinema <a href="https://learnenglishteens.britishcouncil.org/skills/listening/a2-listening/going-cinema">https://learnenglishteens.britishcouncil.org/skills/listening/a2-listening/going-cinema</a> (0:00-1:42)
2. 3.	Grade Aim for the lesson: -listening skills - understand the accent of the speaker's voice and structure of the theme -need to put correct word in to the spaces	7th Grade  While listening to the audio,students need to focus on the words, they see the tips on the presentation, the pictures of the words which are written on the exercise worksheet.

4.	<p>Aims for the teacher : to understand if the students do understand the speaker's voice,accent,the words,the conversation.</p>	<p>students need to listen to the audio and put the words heard by the speaker. Teachers provide necessary information for the students in order to complete the task,students develop grammar skills,and listening skills.</p>
----	--	---

No	Stage of the lesson	Activities	Teaching aids	Possible difficulties
1.	<p>introduction of the theme  5 min</p>	<p>Preparation:Do the exercise before you listen.Draw line to match the picture with the words below.</p>	<p>Students need to be ready to complete the listening task. This task is a warm up task.Students need to know the meaning of the words: science fiction, historical drama,cartoon, horror, romantic comedy, action. The pictures of this warm up are shown in the presentation, all six pictures show the full picture of what is expected from</p>	<p>Rebellious work is hard work..skip the main information not ready for the task. Can not finish the task,can not translate the speech.</p>

			<p>the students,in order to make understanding of the listening task better.</p> <p>Teacher say that the accent is a little bit difficult,students need to be carefull,the audio is played twice,while listening to the correct missing word.</p>	
2.	<p>Listening part</p> <p>5 min</p>	<p>Students write all the words that were heard by the audio,according to their activities.Student s check their understanding of the listening task, the task is named “multiple choice”.</p> <p>Students need to do this task indivudually, while they listen to it and circle</p>	<p>Teacher checks the words , write on the blackboard.Stud ent need to tell the sentences with new words.</p>	<p>no new words ,hobbies were heard, students did not understand the accent ,and did not hear the words.</p>
3.	<p>Vocabulary</p> <p>15 min</p>	<p>Students need to do this task indivudually, while they listen to it and circle</p>	<p>individual work,repeating the words</p>	<p>none of the words were heard,and did not understand how to complete the task.</p>

4.	Individual work  10 min	the correct answer. Students listen, and circle the correct answer. Teacher plays the audio twice in order to make it more clear of understanding the speaker's voice. The next task is aimed to check the understanding of the listening. Students need to gap the correct word while listening.	individual work	do not want to work alone, do not understand the task, because nothing is understandable, the work is empty, and I skipped tasks.
5.	the conclusion, what is achieved, any difficulties were during the lesson	The last task's aim for the teacher is to figure out how students understood the meaning of the words: action, romantic horror, science films. The action was	individual	no feedback

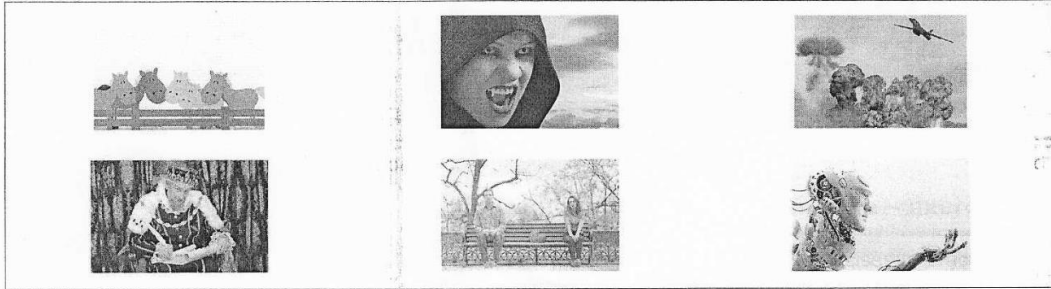
6.	summary of the lesson	<p>asked to each of the students:what type of lesson they do like,what was the last film they saw at the cinema?They need to write short answers to these questions. students share opinions with a teacher,give feedback .</p> <p>Did you find this task difficult?</p> <p>The accent of the speaker was understandable,please raise your hand and share your opinion about the last task.</p>	<p>students share the opinion,how the task was,and show the written exercise if it is needed.</p>	<p>did not write their own opinion,and do not understand the meaning of the words.</p>
----	-----------------------	---	---	--

**Listening skills practice: Going to the cinema – exercises**

Listen to Mario and Tamara talking about what film they want to see and do the exercises to practise and improve your listening skills.

**Preparation**

Do this exercise before you listen. Draw a line to match the pictures with the words below.



historical drama	cartoon	romantic comedy
science fiction	horror	action

**1. Check your understanding: multiple choice**

Do this exercise while you listen. Circle the correct answers.

Which film are Mario and Tamara going to see?

Mr and Mrs Jones	War Games	Robot 2075	King Robert V
	Forever	Midnight Moon	

What time does the film they want to see start?

12.00 p.m.	2.30 p.m.	5.20 p.m.	7.00 p.m.
	7.15 p.m.	7.30 p.m.	

What time are Mario and Tamara going to meet?

12.00 p.m.	2.30 p.m.	5.20 p.m.	7.00 p.m.
	7.15 p.m.	7.30 p.m.	

**2. Check your understanding: gap fill**

Do this exercise while you listen. Complete the gaps with the correct word.

1. **Tamara:** Hi, Mario. Do you want to go and watch a \_\_\_\_\_?  
**Mario:** Hi, Tamara. Sure, what's \_\_\_\_\_?
2. **Tamara:** Well there are two action films, *Mr and Mrs Jones* and *War Games*, and they're both in \_\_\_\_\_.
3. **Mario:** I've already seen *Mr and Mrs Jones*. I haven't seen *War* \_\_\_\_\_ but I don't really want to see an \_\_\_\_\_ film. What else is \_\_\_\_\_?
4. **Tamara:** There's that science fiction film, *Robot 2075*, but I've already \_\_\_\_\_ it.  
**Mario:** Is it \_\_\_\_\_?
5. **Tamara:** Yes, it is, but I don't want to see it \_\_\_\_\_. There's a \_\_\_\_\_ comedy called *Forever*.
6. **Mario:** Mmm, I'm not sure. Are there any \_\_\_\_\_ films on?  
**Tamara:** Yes, there's *Midnight Moon*. It's got \_\_\_\_\_ in it.
7. **Mario:** OK, sounds good. Let's go and watch *Midnight Moon*. What \_\_\_\_\_ is it on?  
**Tamara:** It's on at 12 o'clock or at half past \_\_\_\_\_.  
**Mario:** Is it on this \_\_\_\_\_?  
Yes, at 7.30.  
**Mario:** Perfect. Let's \_\_\_\_\_ at 7.30.
8. **Tamara:** OK, shall we \_\_\_\_\_ at the cinema at 7.00?  
**Mario:** Great! See you \_\_\_\_\_.  
**Tamara:** Bye.

**What type of films do you like? What was the last film you saw at the cinema?**

I like *action / romantic / horror / science fiction* films.

I saw ...



Example of Student's Test Answers



**BRITISH COUNCIL** **LearnEnglish teens**



**Listening skills practice: Going to the cinema – exercises**

Listen to Mario and Tamara talking about what film they want to see and do the exercises to practise and improve your listening skills.

**Preparation**  
Do this exercise before you listen. Draw a line to match the pictures with the words below.

historical drama

cartoon

romantic comedy

science fiction

horror

action

**1. Check your understanding: multiple choice**  
Do this exercise while you listen. Circle the correct answers.

Which film are Mario and Tamara going to see?

Mr and Mrs Jones	War Games	Robot 2075	<del>King Robert V</del>
	Forever	Midnight Moon	

What time does the film they want to see start?

12.00 p.m.	<del>2.30 p.m.</del>	5.20 p.m.	7.00 p.m.
	7.15 p.m.	7.30 p.m.	

What time are Mario and Tamara going to meet?

12.00 p.m.	2.30 p.m.	5.20 p.m.	<u>7.00 p.m.</u>
	7.15 p.m.	7.30 p.m.	

2. Check your understanding: gap fill

Do this exercise while you listen. Complete the gaps with the correct word.

1. **Tamara:** Hi, Mario. Do you want to go and watch a \_\_\_\_\_?  
**Mario:** Hi, Tamara. Sure, what's \_\_\_\_\_?
2. **Tamara:** Well there are two action films, *Mr and Mrs Jones* and *War Games*, and they're both in \_\_\_\_\_.
3. **Mario:** I've already seen *Mr and Mrs Jones*. I haven't seen *War \_\_\_\_\_* but I don't really want to see an \_\_\_\_\_ film. What else is \_\_\_\_\_?
4. **Tamara:** There's that science fiction film, *Robot 2075*, but I've already \_\_\_\_\_ it.  
**Mario:** Is it \_\_\_\_\_?
5. **Tamara:** Yes, it is, but I don't want to see it \_\_\_\_\_. There's a \_\_\_\_\_ comedy called *Forever*.
6. **Mario:** Mmm, I'm not sure. Are there any \_\_\_\_\_ films on?  
**Tamara:** Yes, there's *Midnight Moon*. It's got \_\_\_\_\_ in it.
7. **Mario:** OK, sounds good. Let's go and watch *Midnight Moon*. What \_\_\_\_\_ is it on?  
**Tamara:** It's on at 12 o'clock or at half past \_\_\_\_\_.  
**Mario:** Is it on this \_\_\_\_\_?  
 Yes, at 7.30.  
**Mario:** Perfect. Let's \_\_\_\_\_ at 7.30.
8. **Tamara:** OK, shall we \_\_\_\_\_ at the cinema at 7.00?  
**Mario:** Great! See you \_\_\_\_\_.  
**Tamara:** Bye.

What type of films do you like? What was the last film you saw at the cinema?

I like *action / romantic / horror / science fiction* films.

I saw ...

Appendix No.3

Lesson Plan 2

Dear Student, please listen carefully to the audio-video task, the theme of the listening task is “Eating out”, audio lasts 1.16 minutes. Please listen and watch the audio-video, you will see twelve pictures, please listen to the conversation and mark the correct picture.

Thank you.

If you do not have any questions, let’s start.

Stage of the lesson	Activities	Teaching aids	Possible difficulties
introduction of the theme  5 min	Preparation:Do the exercise before you listen, warm up in order to understand the listening task. Draw a line to match the pictures with the words below.	Students need to match the words in the correct group. They need to divide them into some groups.This task is a warm up task.Students need to know the meaning of the words.	Not recognising the word,unable to form the answer, can not recognize the picture.
Listening part  5 min	Check your understanding: true or false.While listening to the conversation	Teacher checks the word's meaning.  individual work,was the	students did not understand the accent ,and did not hear the words.  did not

	<p>between waiter, Jaimie, Sally students need to mark if the statement is true or false, the audio was played once. Students need to do this task individually, while they listen to it and circle the correct answer.</p>	<p>pronunciation understandable or not.</p> <p>individual work</p>	<p>understand how to complete the task.</p> <p>do not want to work alone, do not understand the task, because nothing is understandable, the work is empty, and I skipped tasks.</p>
<p>Vocabulary</p> <p>15 min</p>	<p>Students need to write in the vocabulary box the words that they heard during the listening task. Check understanding: gap fill. Students do this exercise while listening. Complete the gaps with a word from the box.</p>	<p>teamwork, work in pairs.</p>	<p>no feedback</p>
<p>Teamwork</p>	<p>The student</p>	<p>Dear Students,</p>	<p>students do not</p>

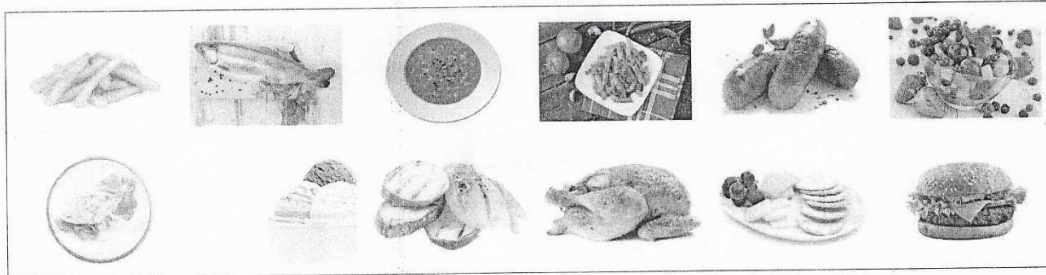
<p>10 min</p>	<p>needs to ask questions about the hobby to another classmate and be ready to present the answers to the class. Students ask another student, as a discussion task, what food and drink from this menu would you order? Students present each other's opinion.</p>	<p>please tell me if the listening task was understandable, did you understand all the words from the dialog between three people.</p>	<p>share their opinion, like everything is clear, but they are afraid to tell the truth about the accent.</p>
<p>The conclusion, what is achieved, what was the aim of the lesson, what new words they do remember during the lesson.</p>	<p>Students need to share the opinion of the listening task.</p>	<p>Students share their opinion, how difficult the task was or not for them, and give the written worksheet to the teacher.</p>	

<p>summary of the lesson</p>	<p>Thank you for the lesson, if you have any questions, please feel free to ask.</p>	<p>Students are ready to share their opinions on how they like the task.</p>	<p>did not write answers of the classmate's questions, did not understand what to do during this task, just sitting and not completing the task.</p>
------------------------------	--	--	--

Listen to the conversation in a restaurant and do the exercises to improve your listening skills.

**Preparation**

Do this exercise before you listen. Draw a line to match the pictures with the words below.



- |             |               |            |                     |           |              |
|-------------|---------------|------------|---------------------|-----------|--------------|
| fruit salad | cheeseburger  | vegetables | cheese and biscuits | ice cream | pasta        |
| chips       | roast chicken | sausages   | tomato soup         | omelette  | grilled fish |

**1. Check your understanding: true or false**

Do this exercise while you listen. Circle *True* or *False* for these sentences.

- |    |  |             |              |
|----|--|-------------|--------------|
| 1. | The customers want two tables.                               | <i>True</i> | <i>False</i> |
| 2. | There are two customers eating together.                     | <i>True</i> | <i>False</i> |
| 3. | The two customers order the same starter.                    | <i>True</i> | <i>False</i> |
| 4. | Both customers order the Thai chicken for their main course. | <i>True</i> | <i>False</i> |
| 5. | The customers order cold drinks.                             | <i>True</i> | <i>False</i> |
| 6. | Both customers order a dessert.                              | <i>True</i> | <i>False</i> |

**2. Check your understanding: gap fill**

Do this exercise while you listen. Complete the gaps with a word from the box.

would	ready	for
have	like	like

- A table \_\_\_\_\_ two, please.
- Are you \_\_\_\_\_ to order?
- What would you \_\_\_\_\_ for your starter?
- I'd \_\_\_\_\_ French onion soup, please.
- What \_\_\_\_\_ you like to drink?
- I'll \_\_\_\_\_ a fresh orange juice.

**THE BOAT RESTAURANT**

<p><b>STARTERS</b></p> <table style="width: 100%;"> <tr><td>Tomato Soup</td><td>£2.00</td></tr> <tr><td>French Onion Soup</td><td>£2.50</td></tr> <tr><td>Tomato Salad</td><td>£2.90</td></tr> <tr><td>Chicken Salad</td><td>£3.30</td></tr> </table> <p><small>All starters are served with bread and butter</small></p>	Tomato Soup	£2.00	French Onion Soup	£2.50	Tomato Salad	£2.90	Chicken Salad	£3.30	<p><b>SNACKS</b></p> <p style="text-align: center;"><small>Lunchtime only</small></p> <table style="width: 100%;"> <tr><td>Cheese Burger</td><td>£2.20</td></tr> <tr><td>Vegetable omelette</td><td>£2.25</td></tr> <tr><td>Chocolate cake</td><td>£2.25</td></tr> <tr><td>Cheese &amp; tomato sandwich</td><td>£2.25</td></tr> <tr><td>Burger</td><td>£2.25</td></tr> <tr><td>Chicken sandwich</td><td>£2.25</td></tr> <tr><td>Cheese omelette</td><td>£2.25</td></tr> </table> <p><small>All snacks are served with salad and chips</small></p>	Cheese Burger	£2.20	Vegetable omelette	£2.25	Chocolate cake	£2.25	Cheese & tomato sandwich	£2.25	Burger	£2.25	Chicken sandwich	£2.25	Cheese omelette	£2.25		
Tomato Soup	£2.00																								
French Onion Soup	£2.50																								
Tomato Salad	£2.90																								
Chicken Salad	£3.30																								
Cheese Burger	£2.20																								
Vegetable omelette	£2.25																								
Chocolate cake	£2.25																								
Cheese & tomato sandwich	£2.25																								
Burger	£2.25																								
Chicken sandwich	£2.25																								
Cheese omelette	£2.25																								
<p><b>MAIN COURSES</b></p> <table style="width: 100%;"> <tr><td>German sausage and chips</td><td>£6.50</td></tr> <tr><td>Grilled fish and potatoes</td><td>£6.25</td></tr> <tr><td>Italian cheese &amp; tomato pizza</td><td>£4.85</td></tr> <tr><td>Thai chicken and rice</td><td>£5.95</td></tr> <tr><td>Vegetable pasta</td><td>£4.85</td></tr> <tr><td>Roast chicken and potatoes</td><td>£5.95</td></tr> </table>	German sausage and chips	£6.50	Grilled fish and potatoes	£6.25	Italian cheese & tomato pizza	£4.85	Thai chicken and rice	£5.95	Vegetable pasta	£4.85	Roast chicken and potatoes	£5.95	<p><b>DESSERTS</b></p> <table style="width: 100%;"> <tr><td>Fruit salad and cream</td><td>£2.25</td></tr> <tr><td>Ice cream</td><td>£2.00</td></tr> <tr><td colspan="2" style="text-align: center;"><small>(choose from chocolate, coffee, or lemon)</small></td></tr> <tr><td>Lemon cake</td><td>£2.25</td></tr> <tr><td>Chocolate cake</td><td>£2.25</td></tr> <tr><td>Cheese and biscuits</td><td>£2.50</td></tr> </table>	Fruit salad and cream	£2.25	Ice cream	£2.00	<small>(choose from chocolate, coffee, or lemon)</small>		Lemon cake	£2.25	Chocolate cake	£2.25	Cheese and biscuits	£2.50
German sausage and chips	£6.50																								
Grilled fish and potatoes	£6.25																								
Italian cheese & tomato pizza	£4.85																								
Thai chicken and rice	£5.95																								
Vegetable pasta	£4.85																								
Roast chicken and potatoes	£5.95																								
Fruit salad and cream	£2.25																								
Ice cream	£2.00																								
<small>(choose from chocolate, coffee, or lemon)</small>																									
Lemon cake	£2.25																								
Chocolate cake	£2.25																								
Cheese and biscuits	£2.50																								
<p><b>DRINKS</b></p> <table style="width: 100%;"> <tr><td>Mineral water</td><td>£1.00</td></tr> <tr><td>Fresh orange juice</td><td>£1.25</td></tr> <tr><td>Soft drinks</td><td>£1.30</td></tr> <tr><td>English Tea</td><td>£0.90</td></tr> <tr><td>Irish Cream Coffee</td><td>£0.90</td></tr> </table>	Mineral water	£1.00	Fresh orange juice	£1.25	Soft drinks	£1.30	English Tea	£0.90	Irish Cream Coffee	£0.90															
Mineral water	£1.00																								
Fresh orange juice	£1.25																								
Soft drinks	£1.30																								
English Tea	£0.90																								
Irish Cream Coffee	£0.90																								

**Lunch served 12:30 - 2:30pm / Dinner served 6:00 - 9:00pm**

**Discussion**

What food and drink from this menu would you order?

Example of Student's Post-Assessment Test Answers

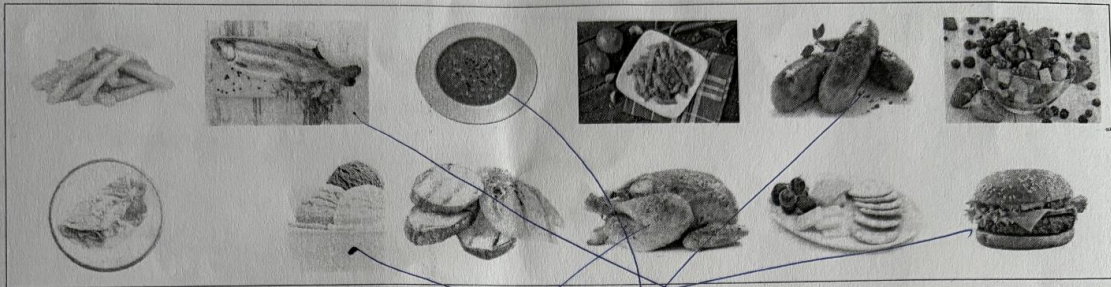
Listening skills practice: Eating out – exercises

Listen to the conversation in a restaurant and do the exercises to improve your listening skills.

Preparation

Do this exercise before you listen. Draw a line to match the pictures with the words below.

7



fruit salad ?    cheeseburger    vegetables    cheese and biscuits    ice cream    pasta ?  
 chips ?    roast chicken    sausages    tomato soup    ? omelette    grilled fish

1. Check your understanding: true or false

Do this exercise while you listen. Circle *True* or *False* for these sentences.

1. The customers want two tables.
2. There are two customers eating together.
3. The two customers order the same starter.
4. Both customers order the Thai chicken for their main course.
5. The customers order cold drinks.
6. Both customers order a dessert.

True    False  
 True    False  
 True    False  
 True    False  
 True    False  
 True    False

**2. Check your understanding: gap fill**

Do this exercise while you listen. Complete the gaps with a word from the box.

would	ready	for
have	like	like

1. A table for two, please.
2. Are you ? to order?
3. What would you like for your starter?
4. I'd like French onion soup, please.
5. What would you like to drink?
6. I'll have a fresh orange juice.

## THE BOAT RESTAURANT

STARTERS	Tomato Soup	£2.00	SNACKS	Cheese Burger	£2.20	
	French Onion Soup	£2.50		Lunchtime only	Chocolate cake	£2.25
	Tomato Salad	£2.90		Vegetable omelette	£3.25	
	Chicken Salad	£3.30		Cheese & tomato sandwich	£3.25	
	All starters are served with bread and butter			Burger	£2.50	
MAIN COURSES			Chicken sandwich	Cheese omelette	£3.50	
German sausage and chips			All snacks are served with salad and chips			
Grilled fish and potatoes			DESSERTS			
Italian cheese & tomato pizza			Fruit salad and cream	£2.25		
Thai chicken and rice			Ice cream	£2.00		
Vegetable pasta			(choose from chocolate, coffee, or lemon)			
Roast chicken and potatoes			Lemon cake	£2.25		
DRINKS	Mineral water	£1.00	Chocolate cake	£2.25		
	Fresh orange juice	£1.25	Cheese and biscuits	£2.50		
	Soft drinks	£1.30	<div style="border: 1px solid black; border-radius: 50%; padding: 2px; display: inline-block;">Cheese and biscuits</div>			
	English Tea	£0.90	<div style="border: 1px solid black; border-radius: 50%; padding: 2px; display: inline-block;">Cheese and biscuits</div>			
	Irish Cream Coffee	£0.90	<div style="border: 1px solid black; border-radius: 50%; padding: 2px; display: inline-block;">Cheese and biscuits</div>			

**Lunch served 12:30 - 2:30pm / Dinner served 6:00 - 9:00pm**

**Discussion**

What food and drink from this menu would you order?

[www.britishcouncil.org/learnenglishteens](http://www.britishcouncil.org/learnenglishteens)

Appendix No.4

Lesson Plan 3

Dear Student, please listen carefully to the audio. You are going to listen to Tyrone calling to his local swimming pool and do the exercises to practice and improve your listening skills.

We are going to do the preparation exercise before the listening task, then we are going to do the exercises to check your understanding.

The theme of the audio is ‘‘Free time’’, the audio lasts 2.00 minutes. This is individual work, you can use a pencil, or a pen in order to complete the task, the audio lasts without stops, and twice, after you complete the tasks, you are going to give me your worksheet with the exercise.

Thank you.

If you do not have any questions, let’s start.

Phase	Model of the lesson
-------	---------------------

1.	Theme of the lesson	‘‘Free time’’ <a href="https://learnenglishteens.britishcouncil.org/skills/listening/a2-listening/free-time">https://learnenglishteens.britishcouncil.org/skills/listening/a2-listening/free-time</a> (0:00-2:00 )
2. 3. 4.	Grade Aim for the lesson: -listening skills - understand the accent of the speaker's voice, phone call and structure of the theme Aims for the teacher : to understand if the	7th Grade While listening to the audio, students need to focus on the words, some of them are new words. students need to listen to the audio and put the words heard by the speaker. Teacher provide necessary information for the students in order to complete the task, students need to group the words into the correct group. Students need to complete the registration

	<p>students do understand the speaker's voice,accent,the words,the conversation.</p>	<p>form with Tyrone's information, the next task is vocabulary box, students need to write the words that they remembered from the listening task, and the last task is to work in a group and make a questionnaire to classmate about the hobby,and to make notes in order to tell to others about his or her hobby.</p>
--	--	---

No	Stage of the lesson	Activities	Teaching aids	Possible difficulties
1.	<p>introduction of the theme 5 min</p>	<p>Preparation:Do the exercise before you listen, warm up in order to understand the listening task.Write the words of hobby in the correct group.</p>	<p>Students need to write the words of the sport activities in the correct group. They need to divide them into three groups: water sports, indoor sports, outdoor sports.This task is a warm up task.Students need to know the meaning of the words.</p>	<p>Rebellious work is hard work..skip the main information not ready for the task. Can not finish the task,can not translate the speech.</p>

2.	<p>Listening part</p> <p>5 min</p>	<p>Students fill in the registration form with Tyrone's information, they need to do the task while listening. While listening the phone call, students need to mark in the statement is true or false, the audio was played once. Students need to do this task individually, while they listen to it and circle the correct answer.</p>	<p>Teacher checks the words, write on the blackboard. Student need to tell the sentences with new words.</p> <p>individual work, repeating the words</p>	<p>no new words, hobbies were heard, students did not understand the accent, and did not hear the words.</p> <p>none of the words were heard, and did not understand how to complete the task.</p> <p>do not want to work alone, do not understand the task, because nothing is understandable, the work is empty, and I skipped tasks.</p>
3.	<p>Vocabulary</p> <p>15 min</p>	<p>Students need to write in the vocabulary box the words that they heard during the listening task.</p>	<p>individual work</p>	<p>do not want to work alone, do not understand the task, because nothing is understandable, the work is empty, and I skipped tasks.</p>
4.	<p>Teamwork</p> <p>10 min</p>	<p>The student needs to ask questions about the hobby to another classmate and be ready to present the answers to the class.</p>	<p>teamwork, work in pairs.</p>	<p>no feedback</p>
5.	<p>the conclusion, what is achieved, what was the aim of the lesson, what new words they do remember during the lesson.</p>	<p>Students need to share the opinion of the listening task.</p>	<p>Dear Students, please tell me if the listening task was understandable, and the speech phone call how you found it.</p>	<p>students do not share their opinion.</p>
6.	<p>Summary of the lesson</p>	<p>Thank you for the lesson, if you have any questions, please feel free to ask.</p>	<p>Students share the opinion, how the task was, and show the written exercise if it is needed, ask the questions about</p>	<p>Did not write answers of the classmate's questions, did not understand what to do during this task.</p>

**Listening skills practice: Free time - exercises**

Listen to Tyrone calling his local swimming pool and do the exercises to practise and improve your listening skills.

**Preparation**

Do this exercise before you listen. Write the words in the correct group.

badminton	water polo	football
table tennis	diving	sailing
basketball	golf	rugby

Water sports	Indoor sports	Outdoor sports

**1. Check your understanding: gap fill**

Do this exercise while you listen. Complete the registration form with Tyrone's information.

BROWNTON SWIMMING POOL REGISTRATION FORM
Name: Tyrone
Surname:
Age:
Interested in (sport):

**2. Check your understanding: true or false**

Do this exercise while you listen. Circle *True* or *False* for these sentences.

- |    |   |             |              |
|----|---|-------------|--------------|
| 1. | There are four different age groups that play water polo.       | <i>True</i> | <i>False</i> |
| 2. | Tyrone wants to join the under 14s club.                        | <i>True</i> | <i>False</i> |
| 3. | The under 16s water polo team train three times a <i>week</i> . | <i>True</i> | <i>False</i> |
| 4. | The under 16s train on Monday and Thursday.                     | <i>True</i> | <i>False</i> |
| 5. | Water polo matches are played on Saturdays.                     | <i>True</i> | <i>False</i> |
| 6. | You have to pay to join the water polo classes for under 18s.   | <i>True</i> | <i>False</i> |
| 7. | You need to bring a photo to register at the swimming pool.     | <i>True</i> | <i>False</i> |
| 8. | Training for the water polo team starts this week.              | <i>True</i> | <i>False</i> |


**Vocabulary Box** Write any new words you have learnt in this lesson.

**Are you a member of any sports clubs?**

*What sports do you play?*

*Do you like watching sport?*

# Example of Student's Post-Assessment Test Answers

 **BRITISH COUNCIL**

LearnEnglish Teens

2. Check your understanding: true or false  
Do this exercise while you listen. Circle *True* or *False* for these sentences.

1. There are four different age groups that play water polo.	True	<del>False</del>
2. Tyrone wants to join the under 14s club.	True	<del>False</del>
3. The under 16s water polo team train three times a week.	True	<del>False</del>
4. The under 16s train on Monday and Thursday.	<del>True</del>	False
5. Water polo matches are played on Saturdays.	True	<del>False</del>
6. You have to pay to join the water polo classes for under 18s.	<del>True</del>	False
7. You need to bring a photo to register at the swimming pool.	<del>True</del>	False
8. Training for the water polo team starts this week.	<del>True</del>	False

**Vocabulary Box** Write any new words you have learnt in this lesson.

futbol

**Are you a member of any sports clubs?**

Alina Denisova  
What sports do you play?  
golf

Do you like watching sport?  
No

[www.britishcouncil.org/learnenglishteens](http://www.britishcouncil.org/learnenglishteens)  
© The British Council, 2012. The United Kingdom's international organisation for educational opportunities and cultural relations. We are registered in England as a charity.

Dear Student!

I am carrying out research on “Audio Visual Teaching Aids to Develop Students' Listening Skills in English Lessons for Grade 7”. The main idea was to explore how to develop your listening skills during English lessons. During the time together we did research. Please fill in the same form, and I will make the conclusion from my side. The result will be shown to your teacher as well.

Thank you in advance.

**You have to tick one correct answer which fits you better.**

Statement	Agree	Don't agree	Rarely
When listening I can understand the main idea of the speech			
I need to have more time during the listening task			
Listening tasks are not difficult for me			
It takes much time to understand the speech by the speaker			
I find it difficult to concentrate during the listening tasks			
I need more time for the			

concentrating during the listening task			
I do not understand the accent of the speaker's speech			
I would like to have tips during the listening tasks			
I would like to have tasks before listening in order to be ready for the listening lesson			
My background knowledge of the theme needs to be better in order to have better understanding of the topic			

Bakalaura darbs “Audiovizuālie mācību līdzekļi skolēnu klausīšanās prasmju attīstībai angļu valodas stundās 7. klasē” izstrādāts Latvijas Universitātes Izglītības zinātņu un psiholoģijas fakultātē.

Ar savu parakstu apliecinu, ka pētījums veikts patstāvīgi un izmantoti tikai tajā norādītie informācijas avoti.

Autors: Irina Klusa

Rekomendēju darbu aizstāvēšanai.

Darba zinātniskā vadītāja: M. izgl. zin. Anita Auziņa

ŠIS DARBS PARAKSTĪTS AR DROŠU ELEKTRONISKO PARAKSTU UN SATUR  
LAIKA ZĪMOGU.