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**THE DEVELOPMENT AND IMPLEMENTATION OF
AUTHENTIC MATERIAL-BASED AUDIO COURSE TO
IMPROVE STUDENTS' LISTENING SKILLS IN ENGLISH IN
FORM 11**

**UZ AUTENTISKU MATERIĀLU BALSTĪTU AUDIO KURSA
IZSTRĀDE UN IEVIEŠANA SKOLĒNU KLAUSĪŠANĀS
PRASMJU PILNVEIDEI ANĢĻU VALODĀ 11. KLASĒ**

DIPLOMA PAPER

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ABSTRACT

The lack of actual practicing listening skills is stated as the problem that the English classroom situation can be characterised as. The various testing elements are being tested with the aim to check listening, however, the actual process of listening comprehension is being out of focus. Students are not aware of the reasons they made particular mistakes when listening, which leads to the fact that they are being out of the opportunity to develop own strategies of how to avoid making the mistakes. The problem of not having enough of opportunity to be engaged in the active process of listening with no further practical implementation of the points gained when listening is viewed by the author of the Paper as one of the factors for students to experience difficulties when listening.

The aim of the Paper was to develop and implement the authentic material-based listening course consisting of the listening passages of different length and content, with the tasks developed according to the students' needs as the representatives of B1 and B2 levels of English language acquisition. The tasks are also to meet the requirements of the *School 2030* in order for students to improve the competences stated within the project.

Case study was chosen as the research method for the Paper. To choose the research sample, the author had attended several English lessons in one of Riga Secondary Schools and consulted the teacher-mentor. To develop the tasks that the research sample would benefit from according to the perspective of the tasks, the achievements of the research sample completing the listening tasks from the previous English State Examinations were analysed before and after the implementation of the course. To build a more precise picture upon the peculiarities of the development of the listening course, the interview with the teacher-mentor was conducted. The key points revealing the needs of the particular research sample were collected to develop the course that will meet the needs of the sample. To collect the feedback on the listening course implemented, the questionnaire was developed by the author to analyse the attitudes and the overall feedback provided by the research sample.

As the result, the students have shown better achievement completing the Exam listening task after the implementation of the course. The students have also shown the overall positive attitude towards the tasks provided in the course. However, for some students the content appeared to be irrelevant to their interests, which also affected their readiness to be engaged in further work with the course

Keywords: listening skills, listening comprehension, authentic materials, listening course, testing elements in listening, stages of the listening activity

ANOTĀCIJA

Praktiskās klausīšanās prasmi trūkums skolēnu vidū ir viena no biežāk novērojamām problēmām angļu valodas stundās. Dažādi testēšanas elementi tiek izmantoti ar mērķi novērtēt klausīšanas prasmes, tomēr patiesais klausīšanās izpratnes process netiek veidots. Skolēni nezina iemeslus, kāpēc, klausoties, viņi pieļāva īpašas kļūdas, un tas noved pie tā, ka viņiem nav iespēju izstrādāt savas stratēģijas, kā izvairīties no kļūdu pieļaušanas. Stundās nav pietiekami daudz iespēju iesaistīties aktīvā klausīšanās procesā un nav iespējams praktiski izmantot piezīmes, kas gūtas, klausoties, un darba autore to uzskata par vienu no faktoriem, kas skolēniem rada grūtības klausīties.

Pētījuma mērķis bija izstrādāt un īstenot uz autentisku materiālu balstītu klausīšanās kursu, kas sastāvēs no dažāda garuma un satura klausīšanās fragmentiem, un kurā tiks izstrādāti uzdevumi atbilstoši skolēnu vajadzībām B1 un B2 angļu valodas līmenī. Uzdevumiem ir arī jāatbilst projekta “Skola 2030” minētajām prasībām, lai skolēni varētu uzlabot noteiktās kompetences.

Lai sasniegtu mērķi, par pētniecības metodi tika izvēlēts gadījuma pētījums, un vienas angļu valodas grupas skolēni tika izraudzīti par pētījuma izlasi. Lai izvēlētos pētījuma izlasi, autore vienā no Rīgas vidusskolām apmeklēja vairākas angļu valodas stundas un konsultējās ar skolotāju-mentor. Pētījumam tika izstrādāti audio kursa uzdevumi, pirms un pēc kursa ieviešanas tika analizēti pētniecības izlases rezultāti, pildot klausīšanās uzdevumus no iepriekšējiem angļu valodas valsts eksāmeniem. Intervija ar skolotāju-mentor atklāja konkrētās pētniecības izlases vajadzības, kas tika apkopotas, lai izstrādātu kursu, kas atbildīs izlases vajadzībām. Skolēnu aptaujas rezultātā ir apkopotas un analizētas atsauksmes par īstenoto klausīšanās kursu.

Rezultātā tika secināts, ka pēc kursa ieviešanas skolēni ir uzrādījuši labākus rezultātus, pildot eksāmena klausīšanas uzdevumu, kā arī izrādījuši vispārējo pozitīvo attieksmi pret kursā sniegtajiem uzdevumiem un aktivitātēm. Tomēr daži skolēniem kursa materiālu saturs šķita neatbilstošs viņu interesēm, kas ietekmēja arī viņu gatavību iesaistīties turpmākajā darbā ar klausīšanas kursu.

Atslēgvārdi: klausīšanas prasmes, klausīšanās izpratne, autentiski materiāli, klausīšanās kurss, testēšanas elementi klausīšanās, klausīšanās aktivitātes posmi

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INTRODUCTION

English centralized examination in Form 12 is to be considered a challenging and stressful occasion for students. During the state exam, students are supposed to show their English language skills in terms of four exam parts, one of them being a listening part. It is recalled from the author's personal experience that the exam listening passages were to be understood with difficulties, as the speech was fluent and barely perceptible. The author had experienced difficulties performing this exam part, as lack of training was felt. Thus, a question of this problem being not only personal, but on a greater scale, has raised.

Even though listening and speaking skills are considered to be interlinked (White, 1998), there is a tendency observed by the author of the Paper comparing the results for English State Exam listening and speaking parts. According to the latest information compiled by VISC (2021), the average score of students in the listening part of the English State Exam is 68.7%, which is about 5.3 per cent less than the average score for the speaking part (74.0%).

The author's solution for the problem of experiencing difficulties listening to real-life English passages is to develop a course consisting of short video/audio series in English. The passages of three to four minutes length are to be selected considering the variety of topics and possible tasks for students to complete during different stages of listening activity. Authenticity of selected video passages in this case is viewed as an important factor for students to practice the perception of native English speakers' speech. Such practice is considered to be context-embedded by H. Douglas Brown and Heekyeong Lee (2015, repeated in 2020), since it is provided with real-life conversations leading towards more meaningful language purposes.

A matter emphasized by McKay (2012) revealed the fact of the development of new purposes for learning English, which do not include experiencing American and British cultural features. Instead, in many cases English is being learnt with more customer service-related purposes within the terms of globalization (Hutchinson, Waters, 1987). This can also be considered a reason why students are not obliged to cover long authentic English texts within the school program or to cover long-term English culture-related courses. However, the author of the Paper believes that the use of authentic materials with properly adapted activities can be viewed as a beneficial way for students not only to explore the cultural peculiarities, but to gain a real-life linguistic experience as well. The lack of this kind of an experience was faced by the author during the listening part of the English state examination.

Since Form 11 students in Latvia are generally adults, their cognitive abilities are already developed in a way for them to be able to read between the lines and see the purposes

beyond the context given (Sternberg, 2007). Therefore, the video passages selected by the author are to provide the ground not only for practicing authentic spoken language, but to give students the opportunity to interpret the information heard from their own perspective. Thus, the activities developed by the author of the Paper for each listening session are to facilitate not only the process listening comprehension, but to be of an informative application as well.

Moreover, the tasks are to meet the requirements of the *School 2030* project. Students' ability to use their knowledge in real-life situation has been viewed by The Ministry of Education and Science (2019) as one of the key factors for the development of the project. The tasks are to be developed in a way to replicate the ones provided within the state exam listening part with the aim for students to have both a practice performing authentic listening activity and the preparation for the state exam.

As it has been discovered by the author while conducting her research for the Term Paper, students have a positive attitude towards authentic listening activities. However, the problem was indicated as there was no logical correlation between the passages selected by the author and the topics students were to cover according to their syllabus, as well as the tasks were developed without taking into consideration the peculiarities of the tasks provided in the listening part of the English state Exam. Moreover, within this study, it is intended by the author of the Paper to conduct the data analysis gathered from the whole group of students looking for more average lacks and tendencies.

The aim of the Paper is to develop and implement an authentic material-based listening course to meet Form 11 students' needs for accomplishing listening part of the English centralized exam.

To achieve the aim, the following **objectives** have been set:

1. To study the variety of the requirements and differentiated levels of mastering listening skills in English in Form 11;
2. To study the students' needs and difficulties they might experience in the process in listening comprehension according to their level of language acquisition;
3. To study relevant literature about the development of an authentic material-based course;
4. To select the audio material and develop the listening course consisting of 10 listening passages;

5. To develop audio-related activities considering various testing elements in listening parts of English centralized exams;
6. To develop the audio-related activities taking into consideration particular objectives for B1 and B2 levels of language acquisition stated by School 2030
7. To collect and analyse the feedback provided by students after the implementation of the listening course

Research questions developed by the author are as follows:

1. What are the strategies and perspectives introducing listening materials to students;
2. What kinds of testing elements are used in the listening parts of the Form 12 English centralized exam;
3. What has to be taken into account categorizing and implementing listening passages to practice listening skills;
4. What are the strategies and stages of the development of the EFL listening video course;
5. How can Form 11 students benefit from the EFL listening video course.

The case study is the **method of research** for the Paper.

The **data collection methods** for the research are as follows:

1. **The comparison of students' results** carrying out listening parts of previous English centralized examinations before and after the course.
2. **A conducted interview** with the teacher-mentor to clarify the benefits and possible drawbacks of an authentic material-based listening course and determine the frequency of the implementation of the course.
3. To reveal students' attitude towards the audio materials selected and tasks provided within the course to evaluate their performance during the course, **a questionnaire** designed for students is another data collection method used by the author.

Outline of chapters:

Chapter 1 reveals the diverse types of spoken language and skills students activate in the process of listening comprehension.

Chapter 2 explores the points that are to be taken into consideration when developing a listening course

Chapter 3 presents the case study on proceeding the data for the development of the course and the analysis of students' feedback after piloting the course.

1. THE PERSPECTIVES OF A SPOKEN LANGUAGE PERCEIVED WITHIN LISTENING

Listening skills as one of four skills often happen to be perceived with different misconceptions. Richards and Burns (2012) have viewed the listening skill as a “passive” one, not allowing students to practice their communicative competence while performing this skill. But the fact is of no denial that a person dedicates a large amount of time to listening in terms of daily communication. Statistics mentioned by Hargie (2016) provided the percentual amount of time spent on listening: 45 percent of adult’s time is being spent on listening. This communication involving activity takes almost a half of adult’s time spent on socializing.

However, as it has been indicated by White (1998), such skills as listening and speaking, which is perceived as a more “active” skill, are closely related to each other, as listening without ability to reply is just an absorption of an information heard. At the same time, speaking skills without further feedback can be viewed as a monologue. With taking into consideration the above mentioned, the author of the Paper believes that listening skill is an essential part of mastering a foreign language, as this skill provides a broader ability to perceive a spoken language.

A spoken language can be viewed from different perspectives as the amount of people involved and the message delivered within the passage. As it is intended by the author to develop a listening course, a question regarding the format of a language spoken in the videos appears. Two types of spoken language had been established by Nunan (1991), differentiating the semantic perspectives of the language heard. These are to be viewed as:

Monologues involving only one person performing speaking, as well as varying from the perspective of the speaker’s motives. Within the means of motive, monologues can be classified as:

1. *Planned* monologues are the ones prepared in the form of text in advance. The speech presented within the planned monologue is considered to be perceived more easily, as it is well-ordered and fluent. This is supposed to leave no space for redundancy or reduced forms, which are considered to be the factors to make listening difficult (Brown, Lee, 2015). As examples of the planned monologue, weather forecasts, public speeches, readings and news broadcasts can be mentioned.
2. *Unplanned* monologues are to be performed in a more spontaneous way, as no previous preparation was conducted, as well as there is no text to read.

Another type of a spoken speech is to be considered as a **dialogue**, involving more than one person to perform speaking. Dialogues can also be categorized according to the relationships between speakers and the issue discussed (Tomlinson, Masuhara, 2017):

1. *Interpersonal* dialogues are performed in the context of personal or social relationships, with the speakers revealing interrelationship-related issues. As an example, a dialogue between family members over the meal or a conversation between friends can be mentioned. Such dialogues provide learners an ability to explore language environment consisting of topics leading to further relationship development.
2. Another type of spoken language involving several participants are *transactional* dialogues revealing more formal issues that normally occur in everyday life. Factual information is being shared within such dialogues. The speaker addresses another speaker in order to clarify the information such as the time or the direction. This type of a dialogue can be defined as one specific outcome-related, as the aim of such dialogue is usually considered to be one particular piece of information received from speaker 1 to speaker 2 with no further relationship development.

From the point of modern-day technological paraphernalia, there is no essential need for transactional dialogues, as most of the information is available online within various internet platforms. However, the importance of practicing this category of a spoken language cannot be denied, as speaker's further actions are affected by the outcome of such dialogue and the clarification received.

As the variety of a spoken language perceived within listening is wide, there are additional steps and language learning aspects to be kept in mind when teaching listening skills. The sequence of the steps and learning strategies to master these skills are to be described in the next subchapter.

1.1 SKILLS ACTIVATED IN THE PROCESS OF LISTENING

Even though the significance of teaching listening skills is essential, the listening skills as such is being taught rarely at schools. It is believed among some teachers that listening skills are to be developed naturally (Funk, H., Funk D., 1989), with no specific attempts from teacher. However, it has been pointed out by Macaro (2005) that the strategies students use when listening are still to be a question of research. This leads to a fact that teacher is not to rely on students' natural abilities to develop listening skills, but to be aware of the strategies of teaching students become fluent listeners.

The skill of fluent listening was formulated by Vandergrift (2004) as a sequenced and steady functioning of such processes as top-down and bottom-up. Within the context of an authentic listening material, the bottom-up processing can be described as the ability to recognize additional words and phrases (Woodward, 2001). Top-down listening takes place as students are provided with an opportunity to make predictions and use their schemata. Peterson (2001) views top-down process as the higher one, allowing students to formulate their own understanding of the context provided within the passage. It has also been stated by H. Brown and H. Lee (2015) that within a life context there is no specific need to get especially focused on bottom-up process of listening. However, in order for students to build a clear picture and implement their knowledge based on a passage heard, both top-down and bottom-up processes matter. Since it is essential to differentiate phrases in particular sequence on bottom-up level with the further aim to build understanding based on students' experience and expectations to be a fluent listener.

Another set of skills distinguishing listening comprehension has been formulated by J. Richards (1983) are differentiated according to the students' perception of a spoken language. The following actions evolve from one to another and make a sequenced understanding of a listening passage. These stages are classified into two categories.

1. **Micro skills** provide the acquisition of a spoken language at a discourse level (H. Brown and H. Lee, 2015), viewing spoken language as a set of words and phrases. The micro skills develop from differentiating the sounds to noticing particular meanings. Within the implementation of micro skills, the listener is to understand the message of the speaker according to the various grammatical structures. Differentiating patterns and forms at a sentence level provides listeners with further ability to perceive a message heard at a higher level of acquisition.

2. Deeper and broader understanding of a passage begins within the implementation of **macro skills**. At the macro skill level, the student is to reveal the functions and relations provided within the passage, as well as to differentiate various meaning and contexts. Another feature of the macro skill is the ability to detect the meaning of some new vocabulary heard according to the context given. The implementation of this skill allows students to use their schemata to develop connections within the passage.

The process of listening comprehension is viewed as the one requiring the implementation of skills one after another. Distinguishing the acquisition begins from the lower level, where the student is to detect particular sounds and differentiate sentence structures. Once lower levels are mastered, there is no further need to practice, for example, single skills to recognize language patterns, as it is to be happening automatically. The author of the Paper believes that within the listening activity students are to be given an opportunity to practice sets of skills mentioned above, improving their abilities to acquire a passage heard on different levels.

Taken into consideration the above mentioned, the author of the Paper points out the necessity of distinguishing the skills implemented when listening. Therefore, such belief among some teachers as “natural development” of listening skills mentioned by Funk, H., Funk D. (1989) cannot be viewed as the comprehensive one. Once the micro skills are mastered, the detection of particular language features will be happening autonomously, but such “naturalness” is to be practiced and developed.

The implementation of an authentic listening material can be used meeting various needs on both levels. The teacher is to practice students’ micro skills by giving a passage of a particular length with the aim for students to listen for the general development of speech perception, processing it at various ways of delivery and recognizing different aspects of grammar and vocabulary. Moreover, authentic materials can be used as effectively to practice students’ macro skills when listening for details and perceiving additional meanings according to the context.

Richard’s view upon the division of skills students implement when listening has definitely provided teachers with a broader range of opportunities and key points to stick to developing a listening activity. Furthermore, a more detailed view on micro skills was provided by Rost (1990) and the necessity to differentiate additional ‘clusters’ has been viewed in a new perspective. The micro skills clusters are viewed as the combination of two skills:

1. **Enabling skills** that activate the perception and interpretation of the passage. When perceiving the speech, the ability to recognize sounds and contrasts is to be stated as a key one for this skill. Within the implementation of enabling skills the student is to perceive the speech from the phonological point of view, distinguishing stress, intonations and forms and a word level. As the perception is accomplished, the listener is to interpret the passage heard. This includes the ability to formulate the meanings and the content itself. The listener is to understand the meaning of additional words within the context, as well as to come up with possible predictions of what follows next. At this level, within a classroom situation students are to build an overall understanding of the passage, differentiate speakers' intentions and opinions. Within the processes of perception and interpretation there is no particular need for students to make notes or transfer information. Such a need appears within the implementation of the second skill.
2. **Enacting skills** are to be considered the ones responsible for listeners' ability to come up with the response according to the information heard. The implementation of this skill requires transcoding the main points and meeting the needs of possible listening tasks, as well as giving appropriate feedback upon the information heard.

The key points providing a detailed understanding of the listening process stated by Rost are to be viewed by the author of the Paper as the essential ones when developing the listening activity. The teacher is to make sure that students' need to apply their enabling skills is met. Since students are given an opportunity to build a general understanding of the passage, to clarify speakers' intentions, they are able to provide feedback when completing listening tasks. However, within a classroom situation the teacher is to take into consideration not only the sequence of skills applied by students when listening. The difficulties and factors leading to misunderstanding of the information heard are to be taken into consideration as well.

The factors that affect students' understanding of the passage heard are another criteria for a teacher to take into account when choosing a listening material. The author of the Paper has viewed the factors formulated by Brown (1980) as the ones setting the level of understanding the passage as a whole. These are the following:

1. The number of speakers is to affect the understanding of a passage, as the difficulty increases directly when there are more voices in a passage
2. The ability to differentiate the voices affects the understanding, making it more difficult to perceive a passage consisting of two similar voices. Moreover, the passage is to be understood with less complexity if the voices differ. As an example, a male and female voices participating in the conversation can be mentioned.
3. The complexity of speakers' relationships is to be stated as another factor of difficulty. Conversations providing simpler information such as giving additional instructions or directions are to be perceived more easily than the ones representing more complex relationships and affection.
4. Within the means of the logical sequence of the passage, the ones providing relevant order of the events are to be viewed as easier passages for students to understand. Moreover, the passages providing students with more reflective sequence of events is more possibly to cause misunderstandings and students are to experience more difficulties.
5. Another crucial factor to affect general understanding of the passage is students' ability to use their previous knowledge and experience perceiving the information heard. As an example, the listening material based on a movie that students have already seen or involving a person that students are familiar with is to be perceived more effectively.

Even though the factors indicating the general understanding of the passage heard are to provide the teacher with a broader understanding of possible difficulties that students are to face, the listening skills cannot be developed as the ones avoiding difficulties. The essential key point of listening skills is the ability to perceive speech and to communicate, aspects of different difficulty and level are to be taken into account, as real-life communication cannot be put into boundaries of avoiding difficulties and misunderstandings.

However, when viewing the difficulties and features that can cause misunderstandings when listening it is not sufficient enough to take into consideration only passage-related aspects of possible difficulties. Since the Paper explores the issue regarding the improvement of listening skills of students of a particular age, it is stated by the author of the Paper as an essential need to consider the difficulties students are to experience in the process of listening comprehension according to their level of English language acquisition.

1.2 STUDENTS' NEEDS MASTERING LISTENING SKILLS ACCORDING TO THE LEVEL OF LANGUAGE ACQUISITION

As it has been set within the objectives by the author of the Paper to develop the course fulfilling the conditions of both CEFR language level School 2030 project, this chapter is dedicated to the exploration of the requirements stated in the context of the project.

It is mandatory for all the students in Latvia to pass four centralized examinations by the end of upper secondary school. A new category indicating proficiency levels B1, B2 or C1 following the regulations of Common European Framework of Reference for Languages (CEFR) (VISC, 2020). CEFR is a European system specifically designed to apply to any European language. The CEFR criteria were drawn up by the Council of Europe in the 1990s as part of a larger initiative to develop cooperation between language school teachers from all European countries. Another goal of the Council of Europe was to provide managers and employees of educational institutions with clear criteria necessary for assessing the level of language proficiency of candidates. (Council of Europe, 2020).

CEFR is not tied to a specific test but a set of statements about what one is able to do using a foreign language at any level. Since then, a percentage scored for the foreign language exam is to be related to CEFR level. The relation is as follows:

Total percentage scored from 95% to 100% equals **C1** CEFR level;

Total percentage scored from 70% to 94% equals **B2** CEFR level;

Total percentage scored from 40% to 69% equals **B1** CEFR level.

Those students who have scored less than 40% are only to be reported as percentage. If, at the end of the primary education phase, students are required to reach a basic foreign language user level (B1), students at the secondary school stage must reach an independent language level B2 in at least one foreign language. This means the ability to use the language for more professional and interest-related purposes (VISC, 2021).

This language level is to be considered as intermediate, a so-called midpoint between elementary and more advanced levels. Some progress is already noticeable and the boundaries are crossed, however, this is the stage where some students prefer not to continue mastering the language. The term of *plateau* was suggested by Richards (2008) to describe learners' experience having difficulties at this level. The five characteristics on this stage are as follows:

Persistent language errors which may have been corrected several times but still appear. Such typical error as the use of the verb *to be* according to the tense and subject in the sentence can be mentioned as an example of reappearing error.

Progressing fluency while having the accuracy of a lower level, which developed at the expense of mastering the fluent use of lower-level language patterns without further intentions of learning more complicated strategies.

Limited vocabulary range that sometimes is considered as the most demotivating factor mastering language. The tendency to use the lower-level vocabulary interferes with possible further acquisition of more complex vocabulary.

A gap between such competences as receptive and productive appears. The common problem is as follows: *I might understand everything that is being said, but have difficulties speaking and producing oral language myself*. The wide range of different language forms can be perceived by students, but the ability to implement it is still in need of practice.

Language production has unnatural features, with lack of fluency. Students happen to be concerned about the accuracy of their speech more, leaving to space for fluency. This leads to difficulties producing language, as too much time is dedicated to “building” a word by word sentence on a cognitive level.

With all the features of the *plateau* stage taken into consideration, it is intended by the author to develop the course to provide students the ability to convert the new language form heard into their productive implementation of the language.

1.3 DEFYING THE MEANS OF AUTHENTICITY WHEN DEVELOPING A LISTENING COURSE

It is viewed by the author of the Paper to be an essential criteria for the development of a listening course to meet the requirements of the passage authenticity. However, as it has been stated by Schmitt (2002), one is to differentiate the authenticity of Text and Task. Authenticity of learning materials in this case is stated by the author of the Paper as the criteria allowing students to discover language in the context of a real world, acquiring it in a natural environment. These two aspects of differentiating the authenticity of learning materials are to be taken into consideration by the teacher specifically, as the presence of one criteria does not automatically guarantee the presence of another one.

The necessity to divide the learning materials from the perspective of various aspects of language was formulated by Widdowson (1979). Therefore, such aspects as ‘generousness’

and 'authenticity' were stated to be the key indicators of the learning materials. It was proposed by Widdowson to define all the texts that are of a real use and contextualized application as 'genuine' ones. In this case, there is no significant difference between the materials that are made for learning purposes and the ones created specifically for native speakers, since both kinds of texts are of a potential to provide students with the features of the language used in a real communication. The need to meet the conditions of a language produced by native speaker is stated to be of no practical use, as it does not guarantee any effective language acquisition by students.

Once the condition of providing students with 'genuine' text is met, the term of 'authenticity' is to be taken into account when developing tasks, as, according to Widdowson, the task is the part of the language material that is to be viewed from the perspective of authenticity. Authentic task, following this perspective, is stated to be the one providing students with the possibility to generate a feedback and react appropriately according to the task provided by teacher. Such concept of viewing authenticity in terms of learning materials dispenses a different angle defining authenticity when developing activities for students.

Moreover, a perspective provided by Richards (2007) has captured authentic materials to be of no practical application. It has been claimed by Richards that the term of authenticity is to be taken by some teachers too seriously. There is a possibility of the teacher of getting carried away with focusing on passage's authenticity rather than taking into consideration actual application of the material for students. Richards' proposal is aimed at concentrating more on the authenticity of students' output when working with learning materials rather than arguing about the origins of the passage itself. The factual concept of authenticity reveals within the process of students discovering language itself by giving appropriate feedback according to the material given.

Another problem of the authentic recordings' sound quality when working with passages of original nature was also mentioned by Field (2008). At this point, the advantage choosing the listening material is supposed to be given to the ones of an artificial nature with the aim to be implemented by language teachers, as no problems with speech accuracy and passage quality are to happen. However, such a standpoint is viewed by the author of the Paper as the one being of no current tendencies. The amount of the authentic materials available on the Internet over the past decades has increased, allowing teachers a wide variation of potential learning passages of a good quality.

To recapitulate the key points stated by Richards, it is to be concluded that defining the terms of authenticity when developing learning materials can be varied from considering different viewpoints of the materials. The *input* of the learning text, as it has been stated by

Richards, which is of no particular need to be authentic but genuine. It is, according to Richards, the students' *output* that is to be of an authentic nature. Nevertheless, the author of the Paper believes that the authenticity of the input is to be viewed as a factor allowing students to explore language in its normal environment. Adapted texts available in coursebooks are of a big potential to provide an effective students' output. However, Gilmore (2007) states that such texts are to provide students with more controlled, unrealistic language that is of nothing in common with real communication.

The importance of mutual understanding of the language was described by Lynch (1996) as the crucial factor allowing students to perceive realistic communication forms.

Authentic language-based listening is to provide students with more accurate relevance to a real environment of the language, and, as it has been pointed out by H. Douglas Brown and Heekyeong Lee (2015, repeated in 2020), such materials are of a bigger potential for students to be engaged into the activity, as the variety of materials vary from speeches to podcasts. Artificially made materials that students mostly are expected to cover when working with their students' books are of no capacity to provide such an opportunity.

The particular view upon authentic tasks was also provided by Berardo (2006) describing them as the ones motivating learners in further learning and exploring the variety of authentic materials. This, in the following perspective, has a potential of the improvement of students' creativity and independence acquiring the language.

It is believed by the author of the Paper that the key-points collected within the research on the terms of authenticity when developing a listening activity are of a significant impact for the further development of a listening course. Even though authenticity itself is being viewed as a controversial aspect defining listening activity, setting the conditions for students to experience real-life language is still considered as a beneficial practice of a big potential. Meeting the conditions of authenticity is viewed as an essential criteria for the author, however, it is not the authenticity that is to be considered in particular. Once the means of authenticity according to listening activities are stated, they are to be systematized in a sequenced manner for the further development of the course. Possible perspectives and peculiarities of constructing the listening course, as well as the stages and strategies to take into consideration are to be viewed within the next chapter.

2. STRATEGIES AND OBJECTIVES DEVELOPING A LISTENING COURSE

Since the objective to develop and implement the authentic material-based listening course is estimated by the author of the Paper as the key component for the study, it is essential to conduct theoretical research for the course to meet the needs of academic peculiarities. It is to be pointed out that no particular information is to be found regarding the specific aspects to be kept in mind when developing a listening course, as it is to be considered as the product of no question for a wide audience. Since that, the general steps and perspectives of the development and implementation of a listening course are to be described within this chapter, taking into account all the additionally found characteristics of listening activities that are to be drawn together in order to build an overall picture of designing a listening course based on authentic materials.

Additional students' listening strategies are to be taken into consideration as well in order for the activities to be of an effective nature. Once students are to deal with particular listening task, they are to apply the strategy to solve it. Two types of strategies are being viewed by Færch (1981) as the ones students use when participating in a listening activity:

Psycholinguistic strategies are considered to be the ones responsible for the cognitive processes that happen consciously, allowing students to apply their previous knowledge and experience to deal with new vocabulary and elicit its' meaning within the context given. Lynch (1996) refers to this ability in terms of using 'comprehension recourses' developed personally. The process of activating the resources is to be viewed as the reaction towards three interconnected resources of information one is to proceed when participating when working with text of any nature: either a written one or a listening passage. The comprehension in this case is built from such resources as previous knowledge, the context given and knowledge of language. The context in this case is to be stated as the linking element between the background knowledge and language.

Behavioural strategies are more related to conversations taking place in real life, allowing listener to make initial questions or requests to the speaker. These strategies require real interaction with the speaker, and, moreover are not to be described in a more specified manner in the Paper.

Taking into consideration the objectives that students of B1 and B2 language acquisition level are to meet according to the *School 2030* standards and the strategies implemented when listening, it is viewed by the author of the Paper as an essential criteria for the materials developed in the listening course to provide students with the appropriate context. Students are

to be provided with the materials allowing them to use their knowledge to build additional language forms when listening.

Another point that is to be taken into account when developing a listening course is the procedure of checking students' answers and pointing out the mistakes students made when completing tasks. As it had been pointed out by Field (1998), the incorrect answers are to be considered as the ones being of a bigger importance than the correct ones, as the difficulties students experienced completing the task are of a potential to provide teacher with a clearer picture of listening skills students have lack of. Having known the peculiarities of specific aspects where students make the most mistakes is to provide teacher with ideas for further steps and think of the activities to practice listening elements that are of a bigger necessity. At this point, teacher is being provided with an opportunity not simply to test listening, but to teach it. Similar view on noting the difficulties and its' patterns was being viewed by Sheerin (1987), viewing teacher's ability to note the difficulties students face when dealing with listening tasks and offering additional practice for further improvement.

Since the condition of teaching, not only testing listening is met, the process of learning is to be considered as effective and productive for students. Development of the conditions allowing not just to divide students' answers into right and wrong ones, but to view the places students dealt with least success is to be viewed by the author of the Paper as another essential criteria for the course.

Another objective for the upcoming course is to be stated as meeting students' need to listen to the variety of different English accents, as it doesn't exclusively include British English only. As it has been pointed out by the Ockey and French (2016), the ability of one to perceive different accents provides listener with broader understanding of the passage heard, since no difficulties are to be experienced when focusing on intonation and pronunciation. This aspect is to be taken into consideration by the author of the Paper and viewed as one of the factors choosing listening passages: students are to have an opportunity to explore different English accents when listening to a course.

Since the target group for the listening course is to be viewed as the teenage representatives of Intermediate English level and above, the course itself is to meet such need for independent task achievement. It had been stated by Chambers (1996) that the ability to express a certain amount of autonomy when learning is essential for students. The possibility of the implementation of students' own gadgets can be stated as the one being of a high relevance with the concept of modern learning. According to that, the course is to be developed in the way so that it is available for a more personalized learning processes which vnot always involve teacher as the main person to set the tasks.

The question regarding the speed of a listening passage has been debatable for several decades. It has been viewed by some teachers that lower speed will guarantee better comprehension, as there will be an opportunity for students to experience listening in a more clear and accurate way. However, as it had been pointed out by Derwing and Munro, (2001), the teacher's tendency to reduce the speed of the passage does not always guarantee better understanding. It also correlates with the fact that within a real-life situation students will not have an option to reduce the speed of the speaker, so the need to practice perceiving speech in its natural way is to be viewed as an essential criteria for the development of the listening course. Nevertheless, as the course is to meet several objectives, the availability of such option as reduce or increase the speed of the passage can only be viewed as the beneficial one.

Since it has been viewed as an essential criteria for the author of the Paper to develop the course allowing students to meet the requirements of School 2030 standards, the additional key points formulated by National Centre of Education (VISC) (2021) describing the levels of language acquisition is to be selected for the course:

According to the objectives set for the B1 level of language acquisition, students are to implement their listening skills when performing variety of activities that are to be described as several key points for the author of the Paper to stick to. Students' ability to make additional predictions revealing the main points described in the upcoming listening passage is to be stated as the one of the key indicators of acquiring the language on B1 level. Another ability is to be described as the process of comparing students' predictions to the points revealed when listening to the passage. Such prediction making activity is to be viewed as the one meeting the requirement formulated by Widdowson's (1979) of providing students with the tasks of authentic nature, following the authentic output of the listening activity.

Once students are given the opportunity to apply the knowledge they already have to a new context, they are to show their ability to note and select additional key points according to the criteria provided within the listening task and to systematize them, as well as to compare opinions stated within the passage. The activity meeting the requirements mentioned are to be implemented during both while and post-listening activities.

The objectives students are to meet acquiring language in B2 level are stated as the ability to detect direct and indirect meanings provided within the listening passage, as well as to compare opinions gathered when listening and systematize them according to the criteria set by student himself. Such range of abilities can be viewed as the application of macroskills of listening comprehension formulated by Richards (1983) described in the previous chapter.

However, it is not only the students' level of language acquisition that is to be taken into account by the author of the Paper when developing a listening course. Listening activity

cannot be viewed from a single perspective of a passage itself. In order for the listening session to be effective and allow students build the additional output, teacher is to consider specific steps when developing the listening activity, since the development of skills takes place in a sequenced manner.

2.1 SYSTEMATIZING LISTENING ACTIVITY

Another essential criteria for the development of a listening course is defying the stages of each listening activity. As is has been stated by Richards and Burns (2012), the main feature of an effective session is to be viewed as the inclusion of three lesson stages following one after another. From the perspectives of a listening activity, these are to be describes as follows:

Pre-listening stage is to be considered the stage when students are given the opportunity to apply the knowledge, they already have to make their predictions according to the points stated in the upcoming listening passage. Clarification of some essential new vocabulary and the overall context is to take place during this stage of the listening activity. Another essential criteria setting the effectiveness of the acquisition of the passage has been stated by Bohlke (2014) as setting the overall scene. Students are to be aware of the circumstances and the possible relationships between speakers involved in a passage. Students' enabling skills implemented when participating in a group discussion revealing the possible points stated in the passage, as well as comparing predictions and expectations regarding the upcoming passage were stated by Doff (1988) as additional evidence of further success of the process of listening comprehension. The key points gathered within the implementation of enabling skills are to provide students with more accurate understanding of the passage. They also are to help students set clear vision of actions required in the next listening stage.

While-listening stage provides students with the tools for listening session to have the indications of an interactive process, as this is an essential feature stated by Goh (2014). At this stage, teacher is to provide students with tools to help them stay focused on the listening passage. The variety of tasks implemented during this specific stage differs from taking notes and following the sequence of events to more complex tasks such as listening for more specific details and establishing the meanings provided within the passage. However, the tendency to provide students with long questions that are to be answered when listening has been viewed by Rixon (1986) as the unnecessary step, since students are to focus on the overall comprehension and understanding the points provided in the listening passage. Long questions are of a bigger potential to disturb students from the process of listening, as they are to divide the attention span between the activities of no correlation. As it has been stated in the article by

OnTESOL (2021), the aim of the while-listening stage can be viewed as the provision of the environments for students to identify the errors and lacks in their listening comprehension.

Post-listening stage follows as the one setting the possibilities of actions to implement after the actual activation of listening comprehension. At this stage, teacher is more often to provide students with some extensions of the tasks from the previous stages to check the overall understanding. However, there is a variety of options of different nature and purposes for this stage. According to Underwood (1989), in order to provide students with an opportunity to build a reflection upon the passage, teacher is to take into consideration different perspectives of the post-listening stage and set appropriate goals for it. Such aspects as the duration of the activity, language skills implemented, and forms of interaction are to clarified by teacher.

From the perspective of the authentic students' output stated by Widdowson (1979) as the important requirement for the listening activity, the following activities suggested by Pierce (1989) are to be considered as the ones of a potential to meet the requirements:

1. During the post-listening stages, questions of a provocative nature can be asked to students as one way of building feedback towards the passage heard. Discussion in this case can be viewed as tool for implementing the key-points stated in the listening passage to students' personal opinions and beliefs. However, discussions taking place on the basis of a provoking question can sometimes move the focus from producing actual reflection to discussing topics of the nature that is not related to the passage. Teacher is to consider the questions approaching the way they capture the essence of the passage with special attention.
2. Another way of collecting the authentic output after the listening session is to be stated as the discussion of students' overall attitudes towards the points mentioned in the passage.

The importance of the activity to be split in the stages, each providing students with additional tasks according to the stage, was also mentioned by H. Douglas Brown and Heekyeong Lee (2015, repeated in 2020). The belief shared by some teachers of viewing frequent listening activities taking place on a regular basis as the main key-point in teaching listening was also mentioned as the misleading strategy when dealing with students' listening comprehension. When planning a listening activity, teacher is to develop tasks according to each stage, providing students with an opportunity to build authentic output, but to conduct a consistent application of knowledge and skills, noticing one's personal additional skills that need further improvement when listening.

3. CASE STUDY ON THE DEVELOPMENT AND IMPLEMENTATION OF AUTHENTIC MATERIAL-BASED LISTENING COURSE

A number of starting points had been described within the theoretical study conducted by the author of the Paper in previous chapters. A series of perspectives upon viewing the authenticity of learning materials had been indicated as an important criterion when developing a listening activity. The tasks provided in the course (see Appendix 1) developed by the author are to meet students' need for not only genuine input of the passage but are equally to meet the requirements of authentic output when providing feedback. Another essential viewpoint was formulated as the need to consider possible language difficulties students are to face when mastering the B1 level of English and above.

In order to provide an effective learning experience and prevent a number of difficulties students are to experience when listening, the variety of tasks developed by the author is to meet the requirements of activating students' micro skills and macros skills in a sequenced manner. The wide range of revealing types of listening passages had also been viewed by the author as the criteria to be taken into account, as within the development of the listening course the advantage is to be given to both interpersonal and transactional types of the spoken language.

Since all the key points conducting theoretical research on the peculiarities of teaching listening and the development of an authentic material-based listening course were being taken into consideration by the author of the Paper, the process of collecting the data for the study had been launched. The case study, as the method chosen for the research, was conducted by the author of the Paper in Form 11 of one of Riga's secondary schools during author's spring teacher's practice. A specific Form 11 was chosen by the author as the research sample after a discussion with the teacher-mentor and author's observation of this particular Form. The research sample was selected as the one being in the more significant need for practicing listening skills. The students of the Form are finishing their second year studying as a whole class, since they had applied to this school after finishing their basic general education in different other schools. This factor had been viewed by the teacher-mentor as one of the possible reasons why students experience difficulties performing their listening skills, since the lack of additional training has been observed.

In order to achieve the aim and meet the objectives of the Paper, the results of the research sample performing listening tasks were collected to be analyzed and compared before and after the implementation of the course developed by the author of the Paper. To meet the

objective of improving students' performance in English State Exam's listening part, the passages from the previous examinations were chosen by the author to assess students' listening skills. As this particular examination part consists of three listening tasks with different testing elements, it had been viewed as another objective for the author to examine students' results performing each task before the implementation of the course to observe the elements that students experience the most difficulties completing.

Once the data was collected to be analyzed and the overall picture of students' achievements when dealing with three different testing elements were gathered, a conducted interview with the teacher-mentor was held by the author of the Paper. The aim of the interview was to collect ideas and apply the experience of the teacher into the development of the listening course. Since the teacher-mentor is the school guidance counselor in English, the opinions and viewpoints provided during the interview are to build a deeper understanding of the possible criteria and perspectives for the implementation of the English listening course in Secondary School. The interview was conducted face-to-face at school, all the answers were written down by the author and the viewpoints interpreted in one of the next subchapters.

By the end of the listening course, the research sample was to complete a questionnaire revealing the overall attitude towards the course, its advantages and drawbacks from the listener's point of view. The research sample was also to assess personal improvement of listening skills according to additional criteria stated in the questionnaire. The results collected when analyzing the answers are to provide the author of the Paper with a precise understanding of students' learning journey throughout the implementation of the listening course. The feedback provided by the students is to give the author the groundwork for the further improvement of the course.

3.1 DATA ANALYSIS OF STUDENTS' RESULTS BEFORE THE IMPLEMENTATION OF THE AUTHENTIC MATERIAL BASED-COURSE

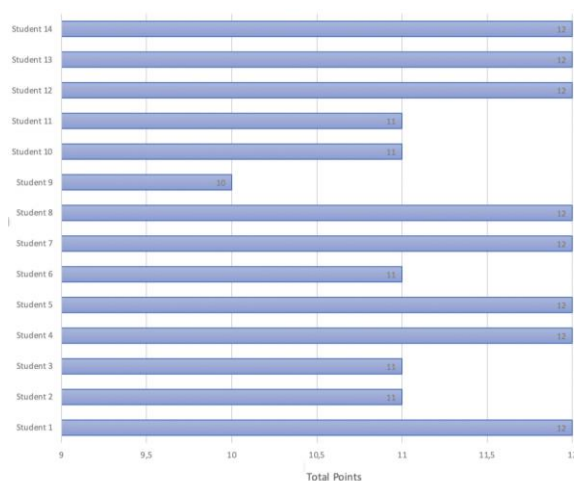
Since the aim of the Paper is to explore the impact of the implementation of the authentic material-based listening course in English in Form 11, the particular need for the data to be compared is to be stated by the author of the Paper as one of the key factors to view the effect made as the result of the course. The research sample was to complete three listening tasks borrowed by the author from the latest English centralized examination in Form 12. All three tasks represented the extracts from various podcasts, there were two speakers performing a dialogue in each task.

Each task consisted of one specific testing element:

1. To complete the gaps with the missing information
2. To decide whether the statements given are True or False
3. To circle the correct option according to each statement

The first task given by the author of the Paper was consisting of the first testing element. Students were to listen to a podcast and complete the sentences with missing information, either words or numbers. As *Table 3.1.1.* shows students had shown high results performing the task consisting of this kind of a testing element achieving the average score 11.5. The majority of the research sample had gained the highest score. Moreover, the lowest score was 10 points achieved by one student. Students felt confident about their results and, when it came to listening for a second time, the majority had claimed that there was no such a need.

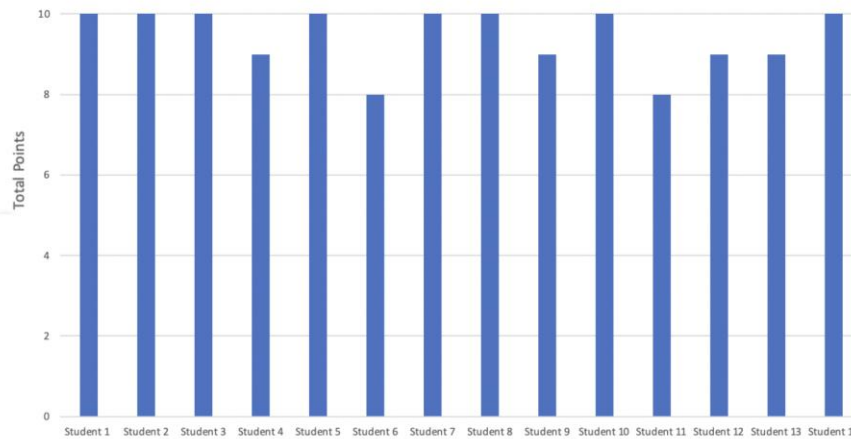
Table 3.1.1. Task 1 achievement



The second task given to the research sample was the one consisting of the second type of the testing element. Students were to listen to an extract from the podcast and to state whether the statements given are True or False. This task required a bigger effort for students

to complete, as the majority agreed to listen for a second time to clarify additional statements. However, the overall task achievement is still high, as the average score is 9.4, the number of students who achieved the highest score is 8 and only two students achieved the lowest score which equals 8.

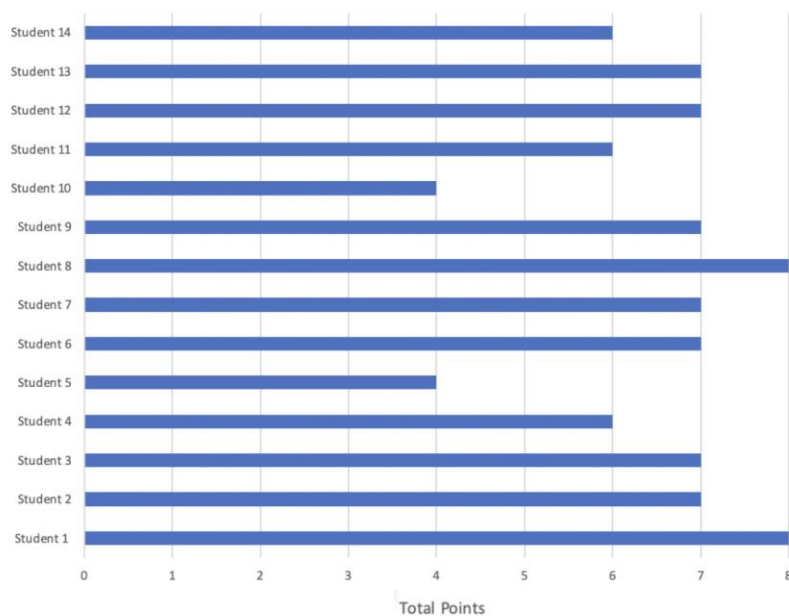
Table 3.1.2. Task 2 Achievement



The third listening task given consisted of the third testing element, which appeared to be the hardest one for students to complete. The testing element used in the task required reading 8 statements and choosing the correct answer out of three options given. Even though the type of spoken language provided in the task correlated with the previous tasks, involving two speakers participating in the planned transactional dialogue, students happened to experience difficulties providing appropriate output regarding the testing element given.

As Table 3.1.3 shows the amount of students achieving lower score for this particular task is bigger, as well as the gap between the highest and the lowest score is bigger, making the difference of 4 points. The average score for Task 3 had reached 6.5 points. Only two students had managed to reach the highest score, and the equal amount of students had reached the lowest score, which equals 4.

Table 3.1.3. Task 3 achievement

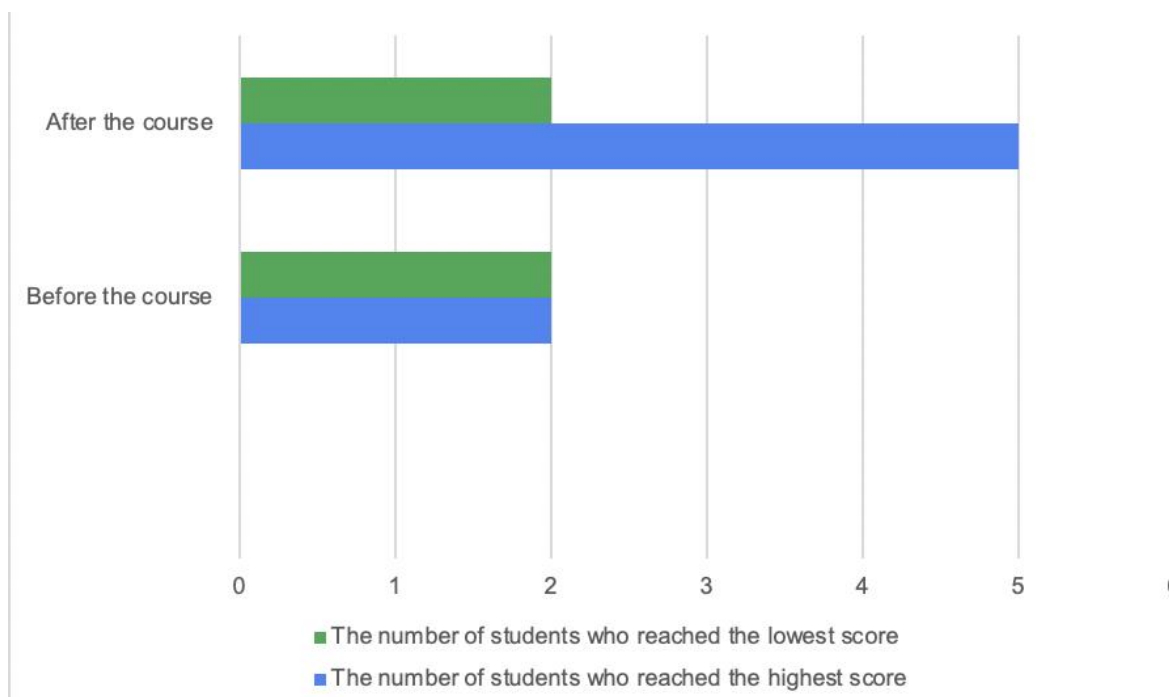


Since the lowest task achievement was shown by the research sample when completing the task based on the third type of testing element, it has been estimated by the author of the Paper to develop the tasks that are to meet the requirements of this particular testing element with the aim to provide students with the opportunity to practice their listening comprehension when choosing the option that suits the points stated within the listening passage the most. A number of tasks consisting of this type of testing elements was developed by the author (see Appendix 2) and was given to students to complete while listening to the authentic passages.

It has to be pointed out by the author's attention that the development of this particular kind of tasks was considered to be the most time-demanding process when working on the course. It required more time listening to the passage and producing various statements for students only to choose the one that correlated with the statements given. Taking into consideration the fact that options for students to choose are to be similar to each other in order for students to practice their skill of differentiating the points and looking for the correct option, the process of developing the statements was also viewed by the author as time-demanding process.

After the listening session, students were to share their overall reflection on the passage and the task. The listening passage itself was described by students as relatively easy to be understood. It was not the passage that made it harder for students to achieve better result for the task, but the task itself. It was stated by students that they experience difficulties choosing between several options when listening. It can be described as the problem of defocusing while listening, as students are supposed not only focus on the passage itself, but also to differentiate the statements choosing one that complements the points stated in the listening passage.

Table 3.1.4. *The comparison of students' task achievement before and after the course*



As it can be viewed from Table 3.1.4, the students have shown better overall task achievement after the implementation of the listening course. The number of students to achieve the highest score has increased from 2 to 5 students, however, the number of students to achieve the lowest score was the same as before the implementation of the course. The further findings comparing the results before and after the course are to be viewed in the next table.

Table 3.1.5 *Task achievement before and after the implementation of the course: a detailed look according to the criteria formulated by the author*

	Before the course	After the course
The number of students who reached the highest score	2	5
The number of students who reached the lowest score	2	2
The average score	6.5	7.4
The gap between the highest and the lowest score	4	4
The hishest score	8	8
The lowest score	4	4

Since the course had been implemented, the results completing the final listening testing were compared by the author of the Paper according to the criteria showing the difference in score achieved and the number of students gaining the highest and the lowest score. This criteria

is viewed by the author of the Paper as the one indicating the overall progress in completing the task based on this particular testing element. As it is shown in Table 3.1.5., the average score for the task has increased for almost one point. However, the gap between the highest and the lowest score has left the same, as well as the lowest score didn't change after the implementation of the course.

The overall results before and after the implementation of the listening course show that the tasks provided in the course can be described as the ones students were able to benefit from improving their competence when dealing with the listening task based on the kind of testing element that requires choosing one from several options. However, as the improvement of one single skill was not stated by the author of the Paper as the only objective for the development of the course, another view on the peculiarities of students' listening competence is to be provided within the next subchapter.

3.2 DATA ANALYSIS OF THE INTERVIEW WITH TEACHER-MENTOR AND THE KEY POINTS IMPLEMENTED IN THE LISTENING COURSE

Since some key points regarding the development of the listening course were viewed by the author of Paper within the theoretical chapter, the need to take a closer look upon the real experience of practicing teachers had been considered as a crucial factor for the development of an effective listening course. To meet the objective of the Paper, a conducted interview (see Appendix 3) was held by the author with the aim to collect ideas and view the teacher's perspective upon the implementation of an authentic material-based course in Form 11. The interview was carried out before the actual development of the course, as it was intended by the author to take into account possible viewpoints and perspectives that had already been considered by the teacher-mentor.

All the key points collected from the interview are to be supported with the abstracts from the listening course developed by the author of the Paper with the aim to meet the requirements and needs of students, as the teacher-mentor is their English teacher and is capable of stating the possible lacks and peculiarities in the process of listening comprehension.

8 questions revealing teacher's experience and attitude towards implementing authentic materials were developed by the author. Each question is to be viewed separately:

The first question was aimed at gaining the teacher's perspective upon the possible difficulties that students are to face when participating in authentic material-based listening activity and explore additional options for the teacher to help students overcome them. It had been reflected in the opinion provided by the teacher-mentor that students currently are facing much less difficulties listening to authentic passages, as they have unlimited access to a large variety of ones on the Internet already. However, from the teacher's experience, the most common difficulties mentioned by students were stated to be the speed of speech, as well as the number of unfamiliar words that are impossible to be understood within the context. This leads to misunderstanding or missing the key facts of the passage. The solution proposed by the teacher was to deal with all the new vocabulary in terms of pre-listening activities, so that students don't get disturbed focusing on new vocabulary but concentrate on perceiving the passage as a whole.

The idea of providing students with appropriate vocabulary in terms of the pre-listening task, as well as the ability to manipulate the speed of speech stated by the teacher-mentor has found its' reflection in the tasks and passages processed by the author of the Paper in the listening course. For one of the passages (see Appendix 6) the phrases used by the speaker were

selected for students to discuss the possible meaning, as well as to make predictions about the topic of the upcoming passage. The problem of the speed of the passage was solved by the author of the Paper by providing students the passages found on the YouTube platform, since there is the option allowing to process different manipulations with the speed such as making it slower or faster according to students' need.

The second question revealed the teacher's attitude towards the frequency of performing authentic listening. It has been stated by the teacher that there is no specific answer to the question, as the teacher is to consider the needs and abilities of the students. Personal example was also provided by the teacher, mentioning such listening as an activity happening once a month.

By answering the third question, as it was intended by the author, the teacher-mentor shared the attitude towards the need for the teacher to motivate students to listen to authentic passages in their free time. Ideas of how the teacher can do that were also mentioned as a part of the question. It had been stated by the teacher-mentor that her students are not experiencing the luck of listening to authentic passages in their free time, as for the most students listening to the various internet-based content in English is the only option. This, however, does not influence the improvement of the listening skills completely, as students are not supposed to perform any tasks when listening and do not use any strategies for a better understanding. Another point mentioned by the teacher is the colloquial language of the content students listen in their free time. At this point, the teacher is of no control over the content students prefer to listen to in their free time. The proposal given by the teacher-mentor was to engage students in listening to passages when more formal language is spoken, additional listening strategies are also to be considered by the teacher and suggested to students to avoid misunderstandings.

Taking into consideration the point mentioned by the teacher-mentor about the formal language of the listening passage, as one example from the listening course, the extract from Steve Job's Commencement Address (see Appendix 4) was chosen by the author of the Paper as the passage for one of the listening activities. According to the fact that this type of spoken language refers to the one that is to be described as the planned monologue prepared in advance and not giving students the opportunity to listen to a language that takes place occasionally, this type of spoken language, however, has the most potential of meeting the requirements of formal language.

The fourth question revealed the teacher's experience implementing any listening course. However, as it had been stated by the teacher, no listening courses were used during teacher's own professional practice, as well as there are no such courses that the teacher is familiar with.

By answering the fifth question, the teacher was to share the view upon the optimal length of an authentic listening passage for students to listen to. The length from 3 to 5 minutes was stated to be the one of the most suitable duration when working with Secondary School students. However, the specific needs were mentioned as the factor for the teacher to provide students with more step by step listening sessions, as there is no need to overburden students with long passages.

The requirement of the listening passage to last no longer than 5 minutes was also taken into account by the author of the Paper. The passages consisting of a more complex and occasional language in the listening course were of no more than 2-3 minutes. As an example, the extract from the interview with Elon Musk (see Appendix 5) was chosen by the author of the Paper providing students the opportunity to listen to rather complex language. Such practice of giving the passages of a more complicated content are to be viewed by the author of the Paper as beneficial ones. Students will not lose their focus listening to a passage, as it only lasts several minutes, but still will be engaged in the process of listening comprehension, perceiving more complicated language.

The sixth question was aimed to provide with any possible criteria for setting the frequency of authentic listening activities. However, no such was mentioned by the teacher-mentor, as students' proficiency is the main criteria that is to be considered by the teacher.

The seventh question was asked to reveal the teacher's view upon the existence of any criteria that an authentic material-based listening course is to meet to be included in the school syllabus. Such aspects as content and vocabulary were mentioned by the teacher as the ones of the most significance. The topics covered within the passages are to correlate with the ones that students cover in English lessons.

By answering the eighth question, the teacher-mentor was to share the viewpoints upon the criteria for a listening course to have the potential to be implemented in a long-term perspective. An opinion had been provided viewing any listening course that would result in improving students' listening and reactive skills as the one of such potential. Another crucial factor for the course is to provide students with the source of instruments that would activate their analytical and critical thinking. Within the means of the listening course, that means focusing on passages of a more transactional character, revealing topical issues, and providing students with an opportunity to develop a qualitative output.

Taking into consideration the importance of the listening passages to be of a more informative nature, allowing students to use their cognitive competences, the passages revealing current social issues were chosen by the author of the Paper for the listening course. As the example, the podcast about the problem of Food Waste (see Appendix 7) was chosen for

students to build an alternative look upon the global problem of the food waste. The activity itself consisted of the pre-listening task providing students with the vocabulary from the passage, of task based on one of the testing elements and post-listening task revealing students' predictions about the possible speaker's solution of the problem according to the points he already mentioned, as well as students' own ideas of how they could reduce the amount of the food waste they personally produce.

With all the points stated by the teacher-mentos in the interview taken into consideration, the author of the Paper has managed to include them in the listening course, the main ones are being the necessity of providing the additional vocabulary, duration of the passage and its' speed, as well as the requirement for the passage to meet students' need to practice their cognitive competences dealing with the issues of a current relevance. Since the listening course was developed and implemented according to all the findings taken from the previous chapters, the feedback provided by students is to be analyzed in the next subchapter.

3.3 DATA ANALYSIS OF THE QUESTIONNAIRE CARRIED OUT AFTER THE IMPLEMENTATION OF THE AUTHENTIC MATERIAL-BASED COURSE

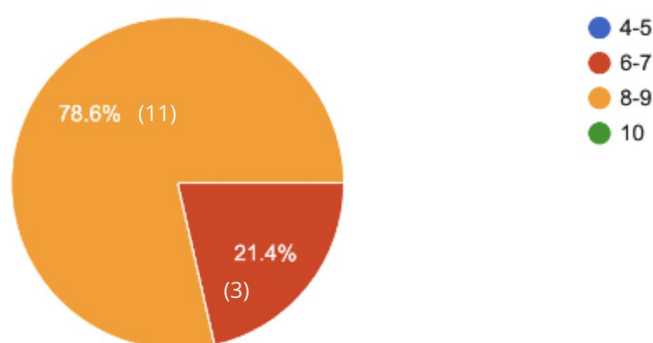
Since all the key points revealing students' lacks in the process of listening comprehension, as well as the information gathered within the interview with the teacher-mentor was analyzed and systematized, a listening course was developed by the author of the Paper and its' additional parts were mentioned complementing the points stated within previous chapters. However, it has been viewed by the author of the Paper as an essential part for the research not only to reflect the points stated by teacher-mentor and analyze target groups' task achievements, but also to collect opinions and allow students to express their feedback upon the learning journey there were engaged in.

To meet the objective of collecting students' views, a questionnaire (see Appendix 8) was developed by the author of the Paper as a tool for receiving the feedback from students after the implementation of the listening course. At first, students were to choose their average mark in English. This question was viewed as an essential for the author to compare the views provided by students with different achievements in English classes and see the possible correlation between these two aspects.

Table 3.3.1 *Students' average mark in English*

1. What is your average mark in English?

14 responses



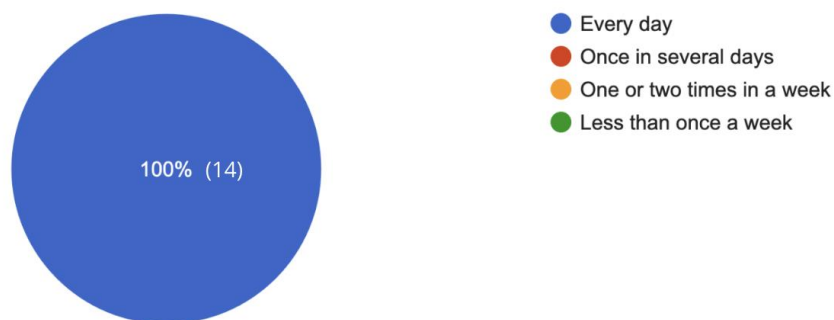
As it is shown in Table 3.3.1, the majority of students has such marks as 8 and 9 in English and only 3 students have 6 or 7. The difference in answers provided by the representatives of different achievements will be described further.

The second question was aimed to collect answers revealing the frequency with which students normally listen to a content in English. This piece of information was considered by the author as another essential factor for establishing the possible relations and differences in answers provided by students to further questions.

Table 3.3.2. *The frequency of listening to a content in English*

2. How often do you listen to content in English?

14 responses

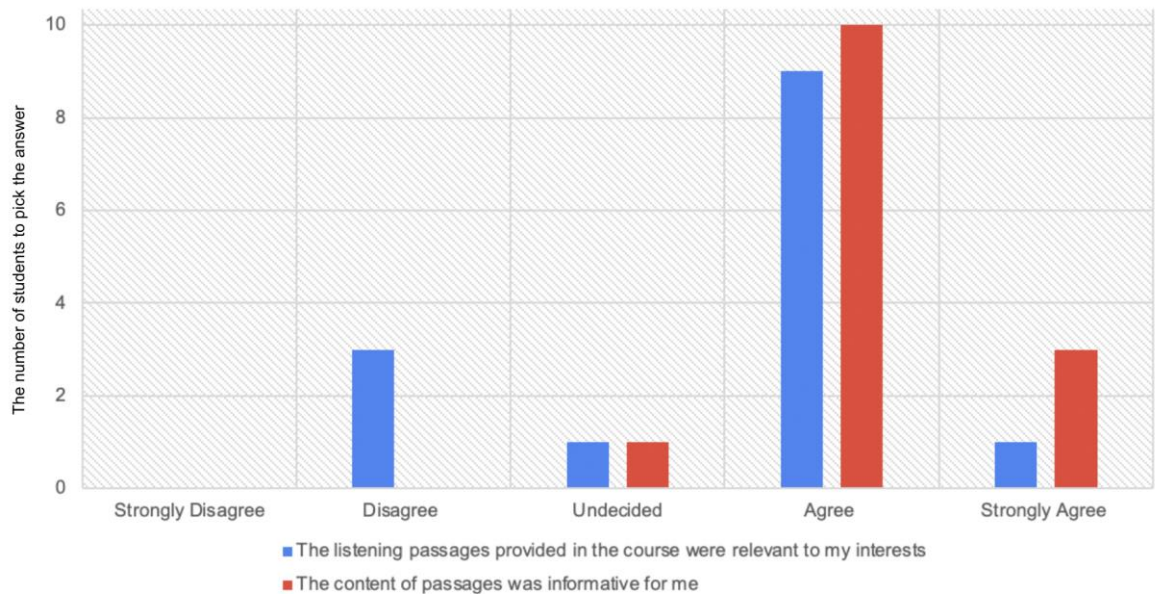


It had been discovered by the author of the Paper that all the students listen to a content in English on a regular basis. This correlates with the point mentioned by the teacher-mentor during the Interview when describing the students as the ones who consume English content a lot in their free time.

The next content-related section of questions was developed by the author of the Paper as the set of statements for students to rate according to the additional criteria. The statements were formulated as the ones revealing students' overall attitude towards the course from the perspective of the content chosen by the author.

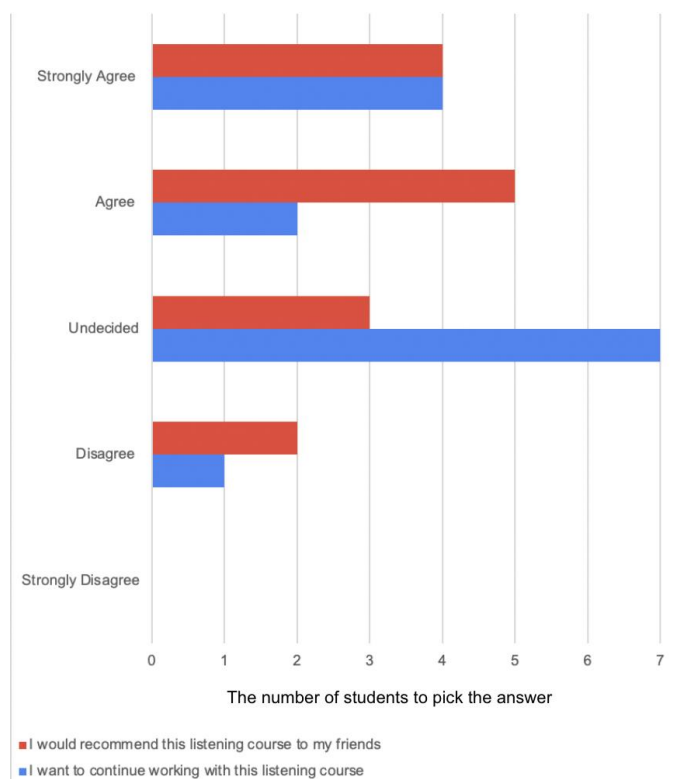
Students were to rate the relevance and informativeness of the passages according to their interests. They were also to provide their overall attitude towards the course. The statements to rate for that purpose were formulated as the students' intention to continue working with the course taking into consideration the existing content, as well as the readiness to recommend the course to their friends. These two statements are being viewed by the author of the Paper as the indicators of students' perception of the course in general.

Table 3.3.3. *The relevance and informativeness of the content*



As it is shown in Table 3.3.3., no absolute disagreement was demonstrated by students when rating the content-related statements according to their interest and the perspective of informativeness. The majority of students agreed with both statements, however, there were three students who didn't find the passages to be relevant to their interests and one student has shown absolute agreement with the statement. The overall look at students' feedback towards the relevance and informativeness of the content shows that the passages selected by the author of the Paper were sufficient enough to meet the range of interests of the research sample's majority. However, a more marked uncertainty was expressed by students when rating the next statements.

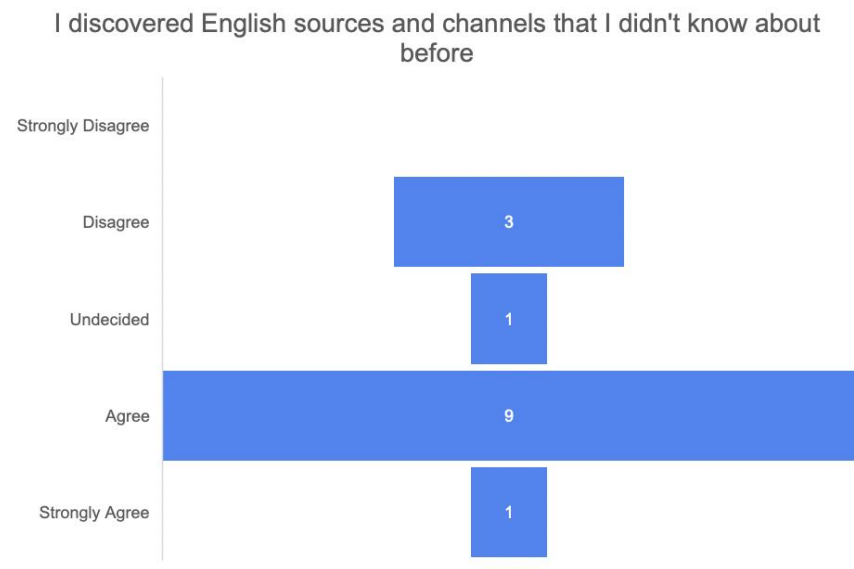
Table 3.3.4. *Students' commitment to continue working with the course and recommend it*



Since the statements were related to students’ commitment working with the course and participating in its promotion, a more expressed amount of uncertainty was shown by students, as it is represented in Table 3.3.4. Even though the content itself was perceived by students from generally positive perspective, the readiness for further engagement in the course and recommending it was met by at least 7 students as the subject of uncertainty, since the amount of “undecided” ratings for these two statements was outstanding compared with the amount of “undecided” ratings in previous and next statements. Nevertheless, the absolute commitment towards further engagement in the course was shown by 4 students and two students disagreed with the statement.

The last statement from the content-related section was formulated with the aim to state whether the author had managed to provide students with the sources of English content they didn’t know about before the course. The importance of this question, as it is considered by the author, lies in the clarification whether the author have managed to collect the passages from the Internet platforms that are unknown to students, providing an opportunity to explore new sources of English content. Taken into consideration the fact that for this particular study the author developed course consisting of the listening passages chosen by the author herself, the element of curiosity as another factor of motivation was present when formulating the statement. Thus, the author of the Paper was interested whether she had succeed in providing students with English content sources they didn’t know about before.

Table 3.3.5. Students' familiarity with the sources provided in the course



As it is shown in Table 3.3.5, the majority of students agreed that the course provided them the opportunity to discover new sources of English content. However, for three students all the sources and platforms used in the course were already known. Taking into consideration the fact that all the sources and platforms were chosen by the author herself, the overall picture is viewed to be of a positive nature, as the majority of the students has had the opportunity to explore new sources of English content. This is viewed by the author of the Paper as the important indicator of the overall informativeness of the listening course developed.

Since it has been viewed by the author of the Paper as an essential part of the analysis of students' feedback to study the possible correlations in answers provided by students, the interrelationships between following aspects were analyzed by the author:

Table 3.3.6. Correlations in students' feedback on content-related questions

The statements and questions viewed by the author as the ones having possible correlation	The number of students to meet the two criteria
<p><i>Students who:</i></p> <ul style="list-style-type: none"> ○ agreed that the content was relevant to their interests ○ <i>and</i> who agreed that he/she is ready to continue working with the course 	3
<i>Students:</i>	3

<ul style="list-style-type: none"> ○ whose average mark in English is 6-7 ○ <i>and</i> who agrees that he/she has discovered some new sources of English content 	
<p><i>Students:</i></p> <ul style="list-style-type: none"> ○ whose average mark in English is 8-9 ○ <i>and</i> who agrees that he/she has discovered some new sources of English content 	8
<p><i>Students who:</i></p> <ul style="list-style-type: none"> ○ disagreed that the content provided in the course was relevant to their interests ○ <i>and</i> were unsure whether they would like to continue working with the course or disagreed with the statement 	3

The correlation in this case was viewed by the author of the Paper as one of the ways to see whether students' positive or negative attitude towards one criteria stated in the questionnaire can affect how they rate another statements related to this section. Four possible correlations were formulated by the author, and the results are as follows:

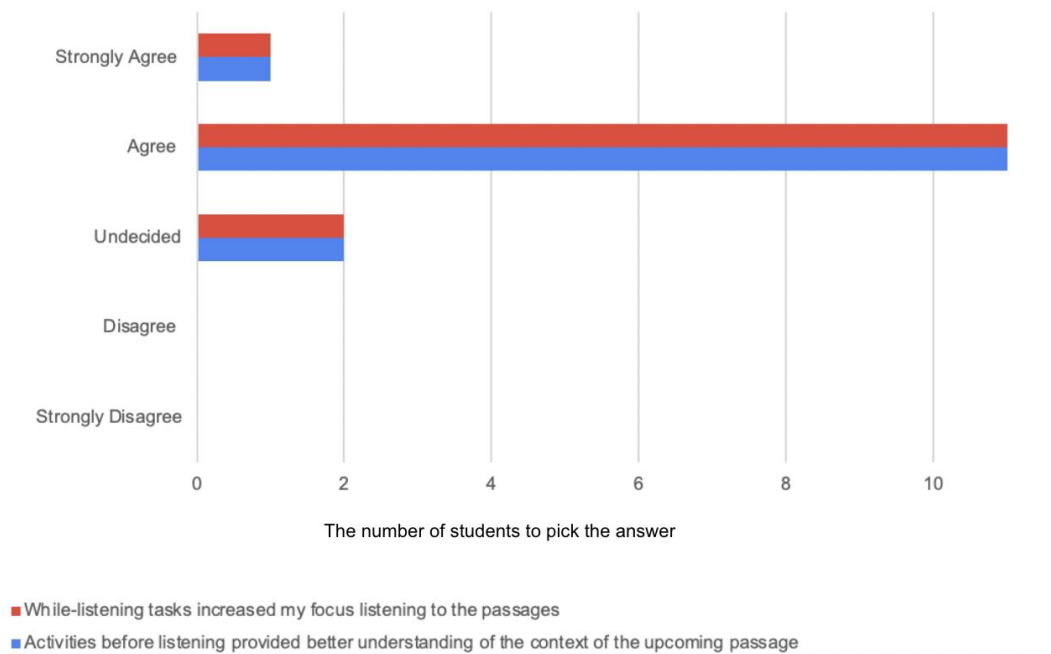
Three students viewed the content of the course as relevant according to their answers and were ready to continue working with the course at the same time. The factor of the relevance of the content was stated by the author of the Paper as not sufficient enough to view it as the key element for students' engagement in further work on the course.

All the students whose average mark in English is 6-7 and 8 students whose average mark in English is 8-9 agreed that they have discovered new sources of English content provided in the listening course. This information is to serve the author of the Paper as the finding of a practical nature, as the sources and channels used in the course were new to the students who achieved such marks in English as 6 and 7. Taking into consideration the fact that all the students claimed to listen to English content every day, they still had an opportunity to explore new sources.

All the students who disagreed that the content of the listening passages was relevant to their interests were unsure whether they are ready to be engaged in the further work with the course. Since the author was searching for the factors increasing students' uncertainty about further engagement in the listening course, the statement revealing the relevance of the content to students' interests was assumed by the author as the factor impacting this uncertainty. Since all the students who didn't assume the content of the passages to be relevant for them were uncertain or disagreed to be engaged in the further work with the course, the correlation between these two statements is absolute and relevance of the content can be stated as the factor setting further readiness to work with the course.

The second section of statements was formulated by the author of the Paper as the reflection on listening comprehension. Four statements were formulated by the author with the aim to reveal students' attitude towards the effectiveness of the tasks provided in the course to enabling to provide better comprehension when listening.

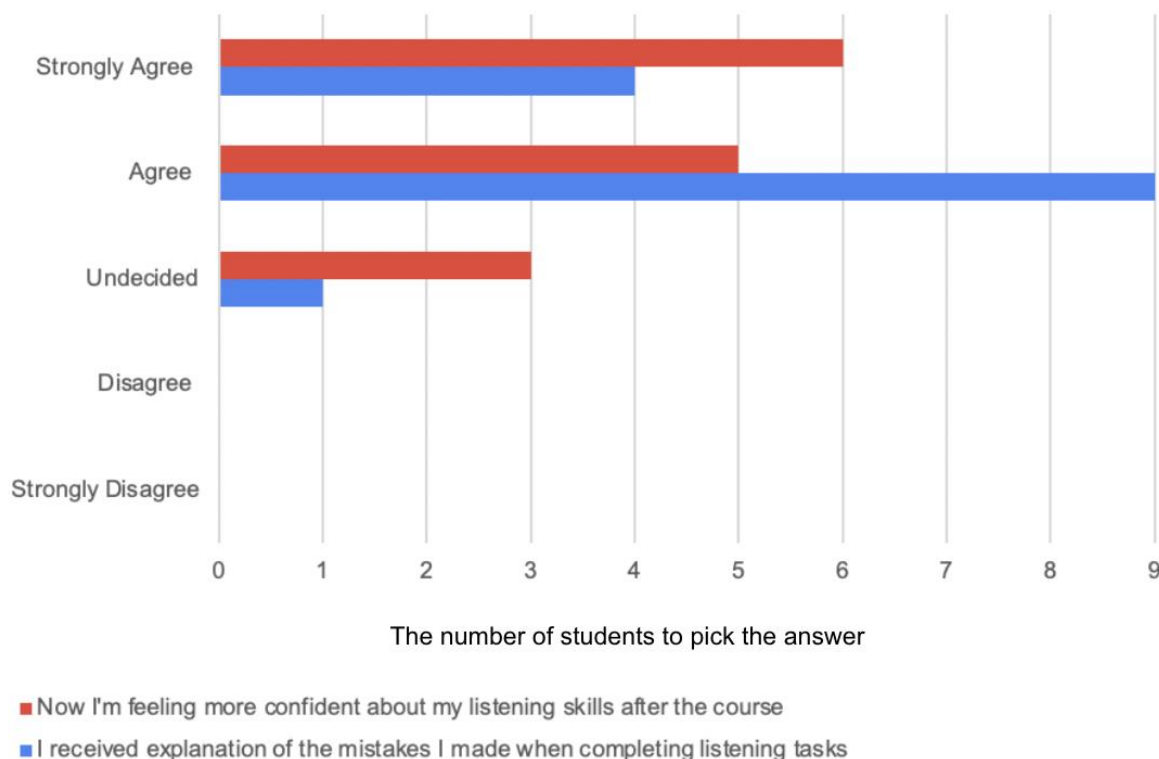
Table 3.3.7. *The effectiveness of pre and while-listening tasks*



The first two statements revealed students' view on the pre and while-listening tasks developed by the author for the listening course. The majority of the research sample has agreed with both statements, as well as the absolute agreement was also observed rating both statements. However, two students were unable to rate the effectiveness of the tasks to provide better understanding and increase focus in the process of listening comprehension. The last two questions from this particular section revealed students' attitude towards the feedback they received when experiencing difficulties in listening and correcting the mistakes during the

while-listening stage, as well as students' overall assessment of the improvement of their listening skills throughout the course implemented.

Table 3.3.8. *Evaluating the feedback provided on the mistakes and confidence in listening skills after the course*



From the point of the process of listening comprehension, it has been viewed as an essential criteria for the author to provide students with listening experience that will not only be consisting of basic procedure such as going through the right answers and paying no attention to the mistakes that students made. The post-listening state was viewed by the author as the one when students are to have an opportunity to do a self-assessment of their listening competence, detect the places of the biggest difficulties and state why this or that mistake was made. As for the one of the listening activities from the course, students were to check their answers and highlight the places that they were not sure about (see Appendix 9) as well as to write their own explanations why the option of their first choice is incorrect. This strategy was viewed by the author of the Paper as the one being effective, as students are given the opportunity for self-assessment and self-correction in a way that is most preferable for them.

As it is shown in Table 3.3.8, only one student was unable to state whether he or she has received the feedback according to the needs of the student. The rest students agreed with the statement and 4 students showed absolute agreement. Such result can be viewed by the author of the Paper as another evidence of success gained within the implementation of the

listening course, since the students were not only provided with the opportunity to check their comprehension, but also to correct themselves and formulate the problem they experienced choosing the right option themselves.

As it is also viewed from Table 3.3.8., the majority of the students shows absolute agreement with the statement revealing their confidence about their listening skills after the implementation of the listening course. This is considered by the author of the Paper as one of the evidences of the overall positive impact of the course, since only three students were unsure about the impact they gained after the course and no one disagreed with the statement.

Since the analysis of the students' feedback evaluating the second section of statements provided in the questionnaire is made, the need for stating the correlations in the answers will be met within the table comparing the possible factors influencing students' responses. The criteria set by the author to compare is as follows:

Table 3.3.9. *Correlations in students' feedback on both content-related and listening comprehension-related statements section*

The statements and questions viewed by the author as the ones having possible correlation	Number of students who met the two criteria
<p><i>Students who:</i></p> <ul style="list-style-type: none"> ○ were not sure whether they are feeling more confident about their listening skills after the course ○ and who were not sure whether they would like to continue working with the listening course 	2
<p>Students who:</p> <ul style="list-style-type: none"> ○ agreed that the while-listening tasks provided better focus on the passage ○ <i>and</i> who agreed with the statement of being more confident about their listening skills after the course 	9
<p><i>Students who:</i></p> <ul style="list-style-type: none"> ○ were unsure whether they received the appropriate feedback towards the mistakes they made 	0

<ul style="list-style-type: none"> ○ <i>and</i> disagreed or were unsure to recommend the course to their friends 	
<p>Students who:</p> <ul style="list-style-type: none"> ○ were unsure of disagreed that the content of the passages was relevant to their interests ○ <i>and</i> who was unsure about having more confidence in listening skills after the course 	2

As the aim of looking for the possible corrections is described by the author as the ability to look for possible factors that affect one another, the need to state the possible factors appeared. The statements revealing such factors when comparing students' feedback on the content-related and listening competence-related sections of questions were viewed by the author of the Paper as the following combinations:

The first possible correlation was viewed by the author as the one meeting the criteria for such statements as being more confident about the listening skills after the course and the intention to continue working with the course. As it is shown in Table 3.3.9., two students who were not sure whether they feel more confident about their listening skills after the course were also the ones who wouldn't agree to continue working with the course.

The second possible correlation was stated to reveal the possible relation of such statements as evaluating the impact of while-listening activities on the better focus when listening and being more confident about the listening skills after the course. As it is shown in Table 3.3.9., nine students who agreed that the while-listening tasks provided better focus when listening to the passage, were the ones who agreed that now they are feeling more confident about their listening skills. This is considered by the author of the Paper as the indicator of a strong correlation between better focus when listening and overall confidence in one's listening skills.

The third correlation stated by the author was formulated to examine whether there is a connection between evaluating the feedback and clarification received upon the mistakes made by students and readiness to recommend the course to friends. It has been assumed by the author that students who were unsure whether they have received clear feedback upon their mistakes were the ones who wouldn't agree to recommend the course to friends. However, no correlation

was found comparing these two factors, since 0 students provided the answers that would meet the criteria for this correlation.

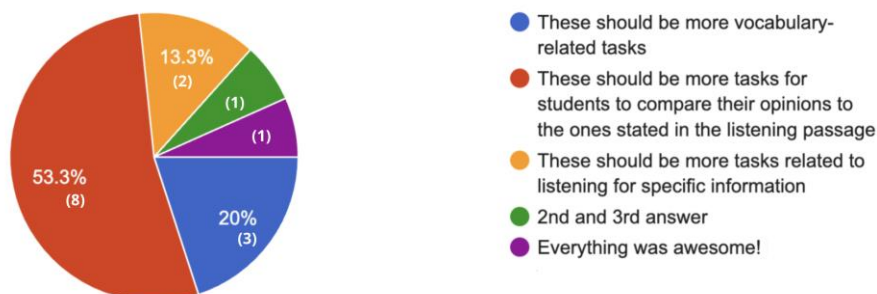
The last possible correlation related to the connections between students' feedback on two sections of statements was viewed by the author as the one revealing whether the students who were unsure of disagreed that the content of the course was relevant to their interests were also the ones who were unsure whether they are having more confidence about their listening skills after the course. As it is shown in Table 3.3.9., two students have appeared to meet the conditions of the correlation. It is considered by the author that for two students the factor of the relevance of the content according to their interest can influence their further engagement and productiveness in the course.

Since the students were provided with the opportunity to rate 11 statements revealing their attitude and opinion regarding the experience gained within the course, the last question in the questionnaire was formulated by the author with the aim to collect task-related ideas for further improvement of the course.

Table 3.3.10. *Students' recommendations according to the tasks for the course*

12. To your mind, what is to be improved about the tasks provided in the listening course? (More than one option is possible)

15 responses



According to the data provided in Table 3.3.10., the possible proposal chosen by the majority of students was to develop more tasks allowing students to compare and share opinions to the ones stated in the listening passages to students' own views. Such tendency was also predicted by the author when working with students on the implementation of the course, since the students were talkative and willing to share and compare opinions. This feature is to be described as students' need for more authentic tasks with the aim of a more practical application. However, the need for more vocabulary-related tasks was pointed out by three students as well and two students viewed the tasks related to listening for specific information as the ones that have to be in a bigger amount. One student viewed the improvement of the

tasks is the implementation of both categories of tasks: the ones for students to share and compare opinions and listening for specific information.

Within the results gained when analyzing students' responses in the questionnaire, it has been brought to the authors' attention that the overall attitude towards the course implemented can be viewed in a positive way rather than negative. The majority of students agreed that after the course they are feeling more confident about their listening skills. Another key point viewed as an essential by the author is the fact that within the listening course the majority of the students have gained the opportunity to discover new sources of English content, which is to be stated as possible beneficial factor allowing students to expand their range of preferable English content. No particular difference was observed between the students of additional achievements in English according to their average mark. The biggest correlation observed by the author comparing various factors affecting one another revealed that the students who gained the opportunity for a better focus in the process of listening comprehension were the ones who agreed to experience more confidence about their listening skills after the course.

However, from the perspective of students' readiness to continue working with the listening course, no suppressive agreement was observed, making "undecided" the most popular answer.

The overall findings and systematized observations analyzing the data gained during the practical part of the research are to be described in the further conclusion.

CONCLUSION

The experience of the development and implementation of authentic material-based audio course was perceived by the author of the Paper as a challenging journey. The objectives stated by the author at the very beginning of the development of the Paper such as the critical analysis of the last ten listening parts of English State Examinations in Form 12 were considered as ones being of no practical application, since the three major testing elements used in this particular Examination part are the same for a specific amount of time. This made the author of the Paper realize there is no additional need in analysing the testing elements and passages provided in last 10 years, as the education system is improving on a daily basis and the tools used to assess listening comprehension 10 years ago are of no practical use in the context of today's assessment tendencies.

Another objective formulated by the author before actual practical process was stated as the need for assessing students' achievements in three tasks consisting of different testing elements that are used in the exam. Since students showed a relatively high achievements when dealing with such testing elements as completing the script with the words heard from the listening passage and stating whether the sentences given are true or false, the author considered testing these two elements after the course as the procedure of no necessity. The main point viewed by the author when adapting the objectives for the research to the conditions of the real-life particular classroom situation is to be stated as the ability to be flexible according to the circumstances and don't get carried away with visions that appear to have no practical application.

As for the theoretical part of the Paper, the point that can be stated by the author of the Paper refers to the variety of spoken language used in listening passages. Within the examination situation, only dialogues are implemented in listening exam parts since the presence of several voices is stated as the factor increasing the level of difficulty understanding the passage. Monologues were described within the theoretical chapter, and even though the author considers the importance of practicing passages that are similar to the ones provided in the English examination, monologues were still implemented in the listening course developed by the author. The motivation to include them was viewed as the providing the students with the opportunity to listen to a more formal English, which was stated as one of the students' need by the teacher-mentor. The results of the questionnaire showed that students listen to English content every day, however, the teacher still had concerns about the accuracy and format of the language perceived by students when listening to the content of their preference.

Students' need for the output provided within the listening passage to be authentic had appeared to be a crucial factor when developing and implementing the listening course. It is not enough with the single authentic passage to provide the circumstances of effective process of listening comprehension, since the teacher is to be aware of the strategies and tools to engage students and keep them focused when listening. It had been stated by the research sample that losing focus was the factor increasing the chance of experiencing difficulties when dealing with such testing element as choosing the statement that suits the utterances provided in tasks according to the listening passage. Even though, according to the point highlighted in the theoretical part, there is no essential need in overloading students with longer tasks to read while listening, this testing element is still implemented in English State Examinations.

However, since the examination itself is aimed to the actual assessment of skills students managed to develop and improve, but not on the learning journey, the reason for implementing such tasks is comprehensible for the author of the Paper. Nevertheless, the learning journey implemented with the use of authentic materials and appropriately developed tasks meeting the needs of each listening stage is to serve as an effective tool for the improvement of students' listening skills in order to show better comprehension and achievements in English State Examination.

The variety of tasks implemented in the pre-listening stage of listening activity provides teacher with wide range of options. Teacher is to set the objectives for each listening activity according to the students' skills he is aiming to improve. The appropriately developed tasks for the pre-listening stage are of a big potential to increase students' awareness of the upcoming passage and make the process of listening comprehension more conscious for students. It had been discovered by the author of the Paper that providing students with passage-related vocabulary can be beneficial even for the representatives of more advanced levels of English and the phrases selected by the teacher are familiar to students. Teacher can manipulate with the phrases and set additional tasks for students to use the words in different context or predict the topic of the upcoming passage according to the phrases given. For the representatives of a lower level of English acquisition, the awareness of the vocabulary serves as the essential criteria for a better understanding of the passage, since one of the problems characterized for the representatives of the intermediate level crossing the midpoint mastering the language was described as being too concerned about the accuracy and losing the focus perceiving speech as a whole, while trying to concentrate on additional unknown words or phrases. For these students, being aware of the new vocabulary from the passage is one of the key indicators of an effective process of listening comprehension.

The analysis of students' feedback provided in questionnaire has shown the overall positive attitude towards the listening course implemented, however, the majority of students was still unsure whether they would like to continue working with the course. Nevertheless, taking into consideration the fact that the author of the Paper was only piloting the first version of the course, it would have been a misapprehension to be sure that everyone will be excited about the further engagement in the course. The key points stated within the analysis of the questionnaire showed that for some students the content was irrelevant to their interests and it affected their readiness to continue working with this particular course. In the terms of further improvement of the course, the questionnaire revealing students' content-related preferences before the course is to be stated by the author as an important tool for engaging students of different interests.

The author of the Paper finds it essential to mention the feedback provided by students to the teacher-mentor as the part of school final reflections towards the subjects. One of the questions revealing students' reflection towards English classes this semester was aimed to collect the activities recalled by students that seemed to be the most interesting and engaging for students for the last 5 months. Two students recalled our listening sessions to be the most vibrant experience during this semester. Such reflection, even gained through mediation, gave the author of the Paper the feeling of relief and gratification towards the work proceeded.

The listening course is developed, and the first results are analyzed, providing the author of the Paper with wide range of ideas for further steps in order to improve the course. Once the course is to be systematized into the topics according to the ones that students are to cover within the syllabus, it will have the potential to be implemented by wider range of teachers in Latvia. The need to adapt the topics used in the course to the ones proclaimed in the syllabus was not met by the author of the Paper, leaving the development of the Table of Contents of the course as the step for further improvement of the course.

However, the course is already available online and everyone with the link can have an access, as well as the fact that all the sources of the passages used in the course are free and all the tasks are provided in the document. This leads to the fact that the course developed by the author also serves as the indicator of the fact that there is no specific need for spending money or having smart tools for making learning process engaging and effective. The author of the Paper views the accessibility of the course the advantage, as it can be served for various purposes and implemented by students of different level of language acquisition. The only tools necessary for the course are the Internet, printer, and blank pages to print the tasks for the students. However, taking into consideration the fact that the tasks are available online, the course can also be implemented in the means of independent learning, since students can copy

the tasks and listen to the passages on their own, choosing whether they need script or adjust the speed of the speaker's speech.

THESES

1. As it has been viewed by White (1998), even despite the fact that speaking is supposed to be viewed as more “active” skills than listening, however, speaking without further discussion and the feedback provided is just considered as the monologue. In terms of interaction, both speaking and listening are to be viewed as the skills of same equality.
2. The implementation of authentic passages in listening activities can be viewed as the beneficial practice for the improvement of various skills activated when listening from enacting skills to enabling.
3. When working with the students of Intermediate level, teacher is to take into account the terms of *plateau* suggested by Richards (2008) considering the range of difficulties students are supposed to face when mastering language.
4. When developing a listening activity, teacher is not to concentrate only on the authenticity of the passage itself, but to consider the authenticity of the output produced by students according to the information heard, as it has to be of a practical application.
5. The vocabulary-related pre-listening task can be viewed as the beneficial practice not only for students who for whom the vocabulary is new, but it can also serve as the basis for prediction-making activities when working with students of higher levels as well.
6. The process of listening comprehension does not end as the listening passage ends. In order to improve students’ listening skills, teacher is to make sure that the students are aware of mistakes and why this or that option was incorrect according to the passage.
7. The while-listening tasks consisting of long statements and open questions set the conditions for experiencing difficulties then listening, since students’ focus is divided.

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APPENDICES

Appendix No 1

The authentic material-based listening course

Active link for the course:

<https://docs.google.com/presentation/d/1DU0HESWUHh6iBOGi6JXhT35u7gizIJMPt9Ih2G4VHF0/edit?usp=sharing>

Appendix No 2

The while-listening task developed by the author meeting the conditions of the one consisting of various statements for students to choose the right option according to the listening passage

While-listening task

Task: Listen to the extract from an interview (2004) with Dan Stillman and Mark Zuckerberg about the new form of cyber matchmaking. Read the questions and statements and circle the correct option (A, B or C), according to the interview.

1. The host introduces Dan Stillman as
 - A the creator of the next big discovery in Hartford
 - B the co-creator of a dating service
 - C the student from Lesley University
2. Dan shares his story about
 - A helping his friend Matt to find a girlfriend
 - B perfecting a personal questionnaire for a dating service
 - C his discovery during sophomore year
3. *WesMatch.com* allows
 - A students at Matt's school an opportunity to meet new people
 - B co complete different questionnaires to describe themselves and explore best matches
 - C students from the USA and Europe to test their compatibility
4. The "Awareness of Current Events" is
 - A an optional question for users to fill
 - B an additional questionnaire about the history of the USA
 - C a question proposed by the host to be included in the questionnaire
5. When they first launched, Mark
 - A saw a big significance and potential in his project
 - B was hoping for 100000 users to join
 - C was expecting to help students from Harvard to get to know each other

Appendix No 3

The script of the interview with the teacher-mentor

Interview with the teacher-mentor

What are the main difficulties that students face when listening to an authentic passage? How can teachers help students deal with these difficulties during the lesson?

What I think first is that students today engage themselves so much in a variety of activities outside the classroom (all in English) thanks to the advancements in Information Technology that they at large don't find it difficult to understand an authentic text, of course, with separate exceptions. However, at times they mention the speed of speech and unfamiliar (rare) words as a reason to have missed any facts. Teachers can help by introducing the rare words in the pre-listening part that the recording contains, and practise more often listening to authentic texts.

How often should students listen to authentic passages in a classroom situation?

It depends on the students' needs and abilities to cope with authentic texts. I think for my students once a month would be enough.

Is there a need for a teacher to motivate students to listen to authentic materials in their free time? If there is any, how can the teacher do that?

As for my students, I know that they do listen to authentic materials on a daily basis (films, video, digital games, etc.), which in most cases is only colloquial language, unfortunately. Teachers should probably do more with formal language, also to concentrate on listening techniques and strategies, explaining them to students before any listening with examples via short audio sessions.

Have You ever heard of listening courses? Have You ever used any?

No, I haven't.

What is the optimal length of a passage for students to listen to?

For secondary school students 3 - 4.5 min., but again, it depends on students. Sometimes it is necessary to move step by step: from shorter to longer listening sessions.

Is there any criteria to set the frequency with which students should listen to authentic passages during English lessons?

No, I don't think so. Again, it depends on the proficiency of students and their needs.

If You were to implement any authentic material-based listening course to the syllabus in Secondary School, what features and criteria would You take into account?

I would first of all endeavour to connect the content and possibly the vocabulary of the authentic passage to be listened to with the current topic being taught/learned in English lessons.

What listening course might have a potential to be implemented in a long-term perspective?

Any listening course that would result in improving students' listening and reactive skills. In view of the competency-based education, I also believe that my students would benefit from a listening course that in the long run would trigger their analytical and critical thinking, i.e. make them think on topical issues.

Appendix No 4

The example of the listening passage from the course providing students with the example of a more formal language

The listening passage

1. Steve Jobs' 2005 Stanford Commencement Address (0:00-5:33)



SCRIPT:

<https://news.stanford.edu/2005/06/14/jobs-061505/#:~:text=Your%20time%20is%20limited%2C%20so%20follow%20your%20heart%20and%20intuition>

Appendix No 5

The example of the 2-minute-long listening passage from the course

The extract from the interview with Elon Musk

2. ELON MUSK GIVING ADVICE TO ENTREPRENEURS (2 minutes)



Appendix No 6

Example of the task meeting the requirements stated by the teacher-mentor
Pre-listening task consisting of vocabulary and prediction making activity

You are going to listen to an extract from the interview with a leadership speaker
 Rory Vaden discussing the main issues of being a _____ .

Task 1: Think about the meaning of the following expressions and write down the ideas. The speaker is going to use these phrases when describing the particular issue. According to the phrases, what could be the topic of the upcoming discussion? Complete the sentence above with your guess.

- The ultimate perpetrator
- Check things off
- Engage in the trivial
- Ultra performers
- Take the stairs
- Tyranny of the urgent

Appendix No 7

The passage revealing the current social problem and the tasks developed by the author

The problem of the Food Waste and the Consumer Society

6. Chef Tom Hunt – The Problem of Food Waste

Task 1: You are going to listen to an extract from the interview with Chef Tom Hunt sharing his vision of the problem of food waste. Before you listen, think of the meaning of the following expressions and words:

- Scavenging - *searching*
- Fish discards - *fish returned to the sea after catching*
- Mislabeled packaging - *products with a wrong label*
- To lose touch with - *disconnect with something*
- Indicative - *defining*
- To mend - *to repair*
- The Western Dream - *& western culture of convenience and speed*

Task 2: Read the statements and decide whether each statement is true (T) or false (F), according to the interview.

1. In the interview, Tom Hunt addresses to everyone who considers himself as a person who wants to be aware of food sustainability. **F**
2. Working on industrial farms and seeing the amount of food being thrown away was considered by Tom Hunt as a turning point in his life. **F**
3. Tom Hunt had an experience of searching for goods that restaurant and supermarkets get rid of. **I**
4. Unwanted fish catches that were supposed to be returned to the sea were used by the chef as the meal ingredients. **T**
5. Tom Hunt was astonished by the fact that nobody agreed to provide a "normal food" for the charity event. **F**
6. The fact that consumers are not aware of the amount of food they are actually wasting is the key issue in the process of the global food waste. **F**

7. Buying food in plastic packages is considered as a factor increasing cultural unawareness of natural environment of food production. **I**
8. Money spent by the government on reducing the amount of plastic packages is not considered by Hunt as the most effective strategy. **F**

Task 3: What could be Tom's proposal regarding the reduction of food waste from the individual's perspective, according to the points mentioned by him? What are your ideas of how one can reduce the amount of food he is throwing away?

Possible Tom's proposal:

Go to the store less

Student's ideas:

*Buy food in bulk,
don't overcrowd your fridge*

The questionnaire developed by the author of the Paper to collect the feedback after the implementation of the listening course

Questionnaire for students to provide a reflection on the implemented listening course

Students' attitudes and reflection on the implemented listening course

This questionnaire is aimed to reveal students' overall attitude towards the listening course covered, as well as to perform a self-assessment of the improvement of listening skills implemented during the course.

The results gained will serve as a basis for formulating future steps improving the course.

*Required

1. What is your average mark in English?

Mark only one oval.

4-5

6-7

8-9

10

2. How often do you listen to content in English?

Mark only one oval.

Every day

Once in several days

One or two times in a week

Less than once a week

Course content-related questions

Please rate each statement according to the following grading criteria:

*

1- Strongly Disagree, 2- Disagree, 3- Undecided, 4- Agree, 5- Strongly Agree

Mark only one oval per row.

	1	2	3	4	5
3. The listening passages provided in the course were relevant to my interests	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. The content of passages was informative for me	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. I want to continue working with this listening course	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. I would recommend this listening course to my friends	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. I discovered English sources and channels that I didn't know about before	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Reflection on the listening comprehension

Please rate each statement according to the following grading criteria:

1- Strongly Disagree, 2- Disagree, 3- Undecided, 4- Agree, 5- Strongly Agree

Mark only one oval per row.

	1	2	3	4	5
8. Activities before listening provided better understanding of the context of the upcoming passage	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. While-listening tasks increased my focus listening to the passages	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. I received explanation of the mistakes I made when completing listening tasks	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. Now I'm feeling more confident about my listening skills after the course	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Task-related recommendations for further improvement of the course

12. To your mind, what is to be improved about the tasks provided in the listening course? (More than one option is possible)

Mark only one oval.

- These should be more vocabulary-related tasks
- These should be more tasks for students to compare their opinions to the ones stated in the listening passage
- These should be more tasks related to listening for specific information
- Other: _____

Example of the activity proceeded as the post-listening stage

The correction of the mistakes of the while-listening passage and explaining why the answers chosen by a student were incorrect

+ 2. Apple

A had released the Macintosh in the first ten years

B had grown into the company with over 4,000 employees in fifteen years

C had become a \$2 billion company in ten years

+ 3. The Board of Directors

A allowed Steve to leave quietly, taking into consideration all the contribution he had made

B took the side of the one who was once hired by Steve Jobs to run the company with him

C prevented a big scandal

- 4. For several months after his dismissal, Steve Jobs

A was feeling guilty as he thought he had let the future generation of the entrepreneurs down

not future but previous

B was trying to restore his reputation and planning to leave the valley

C was working on his return to the company

- 5. Steve Jobs describes his experience of starting over as

A one of the most productive periods of his life

B the time for him to realise what he was truly passionate about

C the opportunity to do a defocus and set new objectives

yes

the objectives

were the same

6. It had been pointed out by Steve Jobs that

NO

A real love equals endless faith

Diplomdarbs “UZ AUTENTISKU MATERIĀLU BALSTĪTU AUDIO KURSA IZSTRĀDE UN IEVIEŠANA SKOLĒNU KLAUSĪŠANĀS PRASMJU PILNVEIDEI ANĢĻU VALODĀ 11. KLASĒ” izstrādāts Latvijas Universitātes Pedagoģijas, psiholoģijas un mākslas fakultātē.

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

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(vārds, uzvārds)

Rekomendēju darbu aizstāvēšanai

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(zinātniskais grāds, vārds, uzvārds)