

ABSTRACT

The dissertation thesis deals with the skill of listening comprehension and using multimedia for its support in the French language teaching process. The issue is studied within the context of Czech curricular documents. It classifies language skills from the point of view of the Common European Framework of Reference for Languages. The process of listening comprehension is described in linguo-didactics from the historical point of view and as a process of language communication. Attention is paid especially to listening comprehension in foreign language teaching. The thesis focuses also on methodical procedures when developing and reinforcing this language skill. Integration of multimedia with respect to varied learning styles and strategies is described. Styles according to the perception preferences and listening learning strategies are focused on.

The aim of the thesis is to find out what is the position of the listening comprehension skill in the French language teaching process at upper-secondary schools, what is the success rate of the students in the process of comprehension of the spoken language, whether multimedia can contribute to successful comprehension of the spoken language in a foreign language. The issue is viewed from the perspective of the students as well as the teachers. Research carried out through a questionnaire, interviews and experiment proved that the skill of listening is included in the teaching process regularly and in varied forms. The teachers miss quality prepared listening materials, though. The offer of further education in the field of multimedia integration into the foreign language education has appeared to be insufficient. The success rate of the students in listening comprehension is low and listening skill is not their favourite language skill. The research results proved that it is necessary to follow principles of individualization and differentiation in foreign language teaching, in our case from the point of view of the time, learning styles, listening supports. From these findings also our recommendations for practice in the field of listening comprehension practise and focus on the pre-listening stage stem.

KEYWORDS

language skills, listening comprehension, multimedia, learning styles, listening strategies, didactics of foreign languages, French language