

## Abstract

The present thesis is concerned with the current trends in teaching listening as they have been presented through a number of articles in various journals and mainly in the book by John Field: *Listening in the Language Classroom* who urges for a process approach, and ascertaining if these new methodological recommendations are finding their way into the classroom practice nowadays through an analysis of a number of frequently used language textbooks. The approach to teaching listening has been developing as a part of many methods used for teaching foreign languages over the years and it has gone from a completely omitted skill through a position of a rather neglected one up to its today status of causing major problems to students who complain that the speakers on the recordings speak too fast or that they cannot understand every single word. It is often the case that students manage to master listening in the confines of the language classroom, learn to cope with typical textbook listening exercises and understand their teachers and classmates, but when confronted with real-life listening outside the classroom, they frequently run into a kind of glasswall and are simply not able to deal with it.

The analytical part is based on the analysis of the listening exercises in the very first and newest editions of some most commonly used textbooks and shows a detailed typology based on the response required of students which has been drawn especially for the needs of this thesis. A closer typological comparison of the textbooks follows where the authors gives proportions for individual exercise types and evaluates the changes in the most frequently applied exercise types between the older and newer editions. The analysis of teacher's books is used as a basis for a methodological comparison of the main tendencies in each textbook line but also between the older and newer editions. The final part provides an overview of the types of pronunciation exercises as employed in the books with the main focus on whether the exercises tend to concentrate on words in isolation or rather features of connected speech. All this information allows the author to come to a number of conclusions describing the current typology of listening exercises in the analyzed books, evaluating the insufficient and unsystematic methodological support promoting a teacher-centered approach, and concluding that while the books promise to put a strong emphasis on listening or increase the number of listening exercises, more time might be necessary for a more effective and practical listening programme which would foster effective listeners to find its way into the textbooks.

**keywords:** teaching listening, typology of listening exercises, textbook analysis