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**Preferred teaching strategies of 11th graders when
working in mixed-ability classes and their impact on the
listening comprehension of low- proficiency (LPL) and
high-proficiency (HPL) listeners.**

TRABAJO DE TITULACIÓN

Para optar al título de Profesor de Inglés y
el grado de Licenciado en Educación

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Tesis enmarcada en el proyecto Fondecyt Regular 1191804

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Julio, 20 2020

Acknowledgements

I would like to thank Professor Mónica S. Cárdenas-Claros, my thesis supervisor, for the constant support throughout this process. She made it possible to overcome the difficulties of working under uncertain circumstances. It was really a pleasure to improve my research skills under her guiding.

I would also like to thank my quarantine partner for the company while I was working on this project. It would have not been the same without you.

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Introduction

Finding mixed-ability classrooms is quite common in ‘Liceos’ in Chile. Liceos or high schools start their programs with 9th graders, so every student has a different school background. Hence, learning how to best approach a class of this type is key for teachers to cater for students’ needs in order to overcome the different types of instructions learners have been exposed to.

This Action Research (AR) proposal is addressed to 9th graders from Liceo Sorolla.¹ In this context, there is a variety of traits that are part of each learner such as learning styles, interests, levels of English proficiency, and motivation. Another fact to consider for this proposal is students’ lack of exposure to aural input because of the few hours of English classes per week. Unfortunately, that time is mostly dedicated to grammatical contents, as noted by systematic analysis of interviews with the head of the English department of the school. However, the development of this skill is very important for the general performance and progress of students in the L2 in both classes and real-life because of their interactive nature.

Taking into account the above contextual characteristics, it is crucial to try out new methodologies, teaching strategies and techniques when doing a listening task. As a result, teachers can cater for students’ needs and give learners the chance to know what works best for them depending on their strengths and weaknesses.

Therefore, this AR proposal will attend to the problem of listening comprehension in a mixed-ability class by implementing three teaching strategies: 1) Compulsory plus optional tasks; 2) Collaborative listening, and 3) Variation.

Multiple works suggest teaching strategies for mixed-ability English as a Foreign Language (EFL) classes (Al-Shammakhi & Al-Humaidi, 2015; Shaukat, 2008; Xanthou & Pavlou, 2008). However, most of them focus on teaching strategies for language instruction in general. Using them will be beneficial for adapting instruction to a mixed-ability classroom, but the strategies may need to be further adapted to each skill to be implemented. Furthermore, those suggestions are not applicable for the Chilean classroom as none are addressed to learners of English from a Hispanic background.

¹*To protect the identity of the school, no real name has been used.*

Findings on strategies to teach listening in a mixed-ability EFL classroom have been reported (Le & Renandya, 2016), nonetheless, there are not many of them available and they are predominantly supported by theory rather than practice.

As a result, more research on how to teach in mixed-ability EFL classes needs to be done for it to be applicable to a Chilean setting. Moreover, they need to attend the instruction of each skill in specific because none of them are learnt in the same way, and listening is not the exception (Vandergrift & Goh, 2012).

Consequently, the purpose of this AR proposal is to employ three teaching strategies used in mixed ability classes: *compulsory plus optional task*, *variation*, and *collaborative listening*. Stated as a guiding question, this AR proposal aims at exploring what are the preferences and impact of these teaching strategies (compulsory plus optional task, variation, and collaborative listening) on LPL and HPL listening comprehension.

This action research proposal is divided into six sections: the first one is the *Literature review* where the constructs for this AR proposal are discussed. The second section is the *Action plan*. This part is subdivided into pedagogical sequence, sample materials, and assessment plan and data collection instruments. The third and fourth section correspond to the reflection and conclusion of this process respectively. Finally, the references and appendices for this work are presented.

Theoretical framework

Three constructs inform the action plan: L2 listening comprehension, mixed-ability classrooms and teaching strategies for mixed-ability classes. They align with each other into a coherent whole.

1. L2 listening comprehension

Listening comprehension plays a main role in preparing learners for social interactions in which they get exposed to a variety of input (Lynch, 2009). It encompasses a number of cognitive processes, and it is influenced by social and affective factors which usually make it seem as one of the hardest abilities to develop (Vandergrift, 2007).

Le and Renandya, (2016) identify two synchronous processes to become an “effective listener” (p. 74): bottom-up and top-down. The first process refers to a decoding process in which listeners recognize the words in the L2 based on their linguistic knowledge. The goal of bottom up processing is to create a mental representation using the long-term memory. Top-down processing is known as a process of interpretation supported by the listeners’ world knowledge and context. This process allows to balance the lack of lexical knowledge (Le & Renandya, 2016; Vandergrift & Goh, 2012).

There are two types of listening: one-way listening and interactive listening (two-way listening). One-way listening is the most common type in classrooms, its objective is to get information for a communicative purpose, and there is no room for clarification since the role of the learner is merely as a listener (Vandergrift & Goh, 2012). In contrast, interactive listening allows the learner to play the role of both the listener and the speaker. As a result, “they can clarify meaning, or ask the interlocutor to slow down or repeat what was said” (Vandergrift & Goh, 2012, p.28).

Listening is a cognitively demanding process, however, teachers usually spend more time instructing learners how to develop the other abilities. As a result, students end up developing listening on their own by exposing themselves to music, watching videos or movies. Moreover, when students face a listening task in the classroom, this tends not to be scaffolded. That is, students are asked to complete the activity without major instruction than “listening”, and there is no pause between every time the text is played. (Vandergrift & Goh, 2012).

2. *Mixed-ability classrooms*

EFL mixed-ability classrooms have been defined in several ways: 1) Classes in which there is a mix of levels of participation, achievement and willingness to learn a language is different (Al-Shammakhi & Al-Humaidi, 2015); 2) Classrooms where learners' proficiency in the target language differ (Le & Renandya, 2016) and; 3) Classes in which students have different needs, competence, interests, learning styles, experiences, and motivation for learning the language (Al-Shammakhi & Al-Humaidi, 2015). For the purpose of this project a mixed-ability classroom is understood as a class in which there is a range of levels of proficiency in listening comprehension, learning styles, interests and preferences.

This type of class is part of every school. However, it is especially common in high schools in Chile as students' education has taken place in different schools, for at least 8 years, before they start learning under the same program. This variety of abilities in an EFL classroom makes it more difficult for teachers to ensure every student improves their listening skill because, most of the times, they instruct all students in the same manner. Nevertheless, one methodology is not efficient for every learner alike.

As a result, knowing how to work with mixed-ability classrooms is key for enhancing our students' listening process. Nonetheless, teachers are not usually prepared to face such challenge (Al-Shammakhi & Al-Humaidi, 2015). Accordingly, having a better understanding of the teaching strategies that can be used in mixed-ability classrooms is urgently needed.

3. *Teaching strategies for mixed-ability classes*

Listening is not taught (Vandergrift & Goh, 2012), notwithstanding, it is quite relevant that students know themselves and learn what is it that works best for them when facing a listening task. In time, that understanding will enhance their performance in real-life situations (Lynch, 2009). However, as established before, in mixed-ability classes teachers find students who are not as proficient as their classmates, have different learning styles, and learn at a different pace. Consequently, using varied strategies to listen comes in handy not only for the teacher, but especially for the students who are going to know how to better approach a listening task based on their own abilities.

A number of strategies have been put forward by different authors: Al-Shammakhi and Al-Humaidi (2015), Shaukat, (2013), Xanthou and Pavlou (2008), and Le and Renandya (2016). However, the strategies for this action research proposal are based on the work of Le and Renandya (2016) who proposed six strategies to teach listening in a mixed-ability class: planning differentiated listening outcomes, compulsory plus optional tasks, collaborative listening, variation, personalization, and listening assessment. The first strategy, planning differentiated listening outcomes, refers to establishing two or more listening outcomes for the class which have to vary in their levels of difficulty in order to encompass the outcomes of every student. The second strategy, compulsory plus optional tasks, means having a compulsory “core” task which is easy enough to be successfully completed by all members of the class, and also an extra component which is longer and more challenging. The third strategy, collaborative listening, aims at having students learn from one another when paired to carry out tasks; this task should allow that most students get better outcomes by working collaboratively. The fourth strategy, variation, is defined as designed activities that require different levels of response and different levels of participation, and it can be done by giving different versions of the same task, by changing the task challenge and pace, and by different kinds of interaction in a task. The fifth strategy, personalization, seeks for making the learning experience memorable by having students express their opinions and feelings, or by making questions to clarify doubts. The last strategy, listening assessment, looks for the evaluation of the listening process which the authors suggest to be formative to avoid the negative effects of summative assessment.

This action research proposal will focus on three teaching strategies to be used in mixed ability classes based on the work of Le and Renandya (2016):

- *Compulsory plus optional tasks:* For the purpose of this action research project, we are going to understand this strategy as having one compulsory common task feasible for every student and an additional, and more challenging task, which students can decide to do or not.
- *Collaborative listening:* this strategy is used to allow students to learn from each other. In this action research proposal, this strategy is going to be carried out following the guidelines of Cross (2018) who establishes that students should work

in pairs or small groups, so they can interact and help each other on the “comprehension of listening texts” (p.1). To achieve that goal, verbal interaction among the different times a text is crucial for: a) the mediation of planning and monitoring, and b) the “construction and co-construction of knowledge regarding how to listen in the L2”. It is important to highlight that the suggested group works are formed by low and high proficiency listeners.

- *Variation*: This plan focus on the type of variation that gives learners different versions of the same task. For the purpose of the project, it can be defined as having one common task, but two different ways to approach it. Students have the freedom to decide that.

I have decided to focus only on these strategies because, on the one hand, the other three strategies presented by the experts are embedded in the chosen ones. For example, by allowing students to choose the type of task they want to carry out (variation strategy) or having an optional extra activity, the listening outcome of the class is differentiated. *Personalization* can be implemented through the three chosen strategies in the form of a post-task and even in the task, having time to personalize the learning process just needs to be planned ahead in order to be aligned with the rest of the class. Moreover, assessing listening should be done despite the type of task. Also, for this action plan, it is needed to make a difference among the strategies. Consequently, students will be able to recognize them, and the reflections will be better because learners will not mix strategies.

On the other hand, these three strategies are also suggested by other authors, although under different names. For instance, Al-Shammakhi and Al-Humaidi (2015) recognize the importance of collaborative work for the purpose of teaching mixed-ability classes in EFL contexts. Xanthou and Pavlou (2008) propose, open-ended tasks, games, heterogeneous grouping, and differentiation. Heterogeneous groups have characteristics of both collaborative work and collaborative listening, as the three strategies look for pairing low proficient students with high proficient ones. Another common characteristic of the three strategies is that all of them aims at being beneficial for LPL and HPL alike. One more example would be *Differentiation* because it also shares traits of other strategies, in this case, *variation* and *compulsory plus optional tasks*. It is related to *variation* because *differentiation*

promotes using different processes and products to achieve the same goal, and it has traits of *compulsory plus optional task* as both strategies value giving to proficient learners the option to practice more, as opposed to just forcing them to do it.

Action Plan

This action plan is made up of three sections. A pedagogical sequence that describes the parts the lessons are composed of, sample materials where the purpose of the instruments used is presented, and the evaluation plan and data collection section.

The proposed action plan aims at identifying the impact of three teaching strategies; *collaborative listening*, *variation* and *compulsory plus optional task* when working with L2 listening in a mixed-ability on LP and HP listeners' comprehension.

To achieve this, the action plan is constructed in eight sessions of 90 minutes each considering that 9th graders have 4 pedagogical hours a week. The proposal to work in 8 sessions is to expose students and give enough them enough time to work under each strategy, so learners can later reflect on their pros and cons. The action plan is to be implemented between August 31st and September 21st (See Gantt chart). These dates are based on the guideline given by the Mineduc Chile for the development of this academic year under the current circumstances (Ayudamineduc, n.d). Also, a two-week period of observation/adaptation has also been considered. Below it can be found a detailed explanation of the steps and requirements for this action plan to take place.

Pedagogical sequence

The pedagogical sequence consists of: the objectives, classes structure, grouping, types of activity, and evaluation plan. (See Pedagogical sequence for a full chart of the stages)

Lessons in the pedagogical sequence are developed around conceptual, procedural, and attitudinal objectives. The outcomes for the first lessons are planned to be less demanding for the students than the outcomes for the last sessions, which are more challenging. Therefore, the pace of classes allows students to reach the goal avoiding high levels of frustration and anxiety which, in turn, will facilitate a more thorough reflection process at the end of each task. The procedural objectives make visible the strategy of each lesson, and one attitudinal objective is present throughout proposal as those values are important for a good rapport.

Classes are structured using the format of pre-task, task, and post-task (according to Richard & Rodgers, 2010). Task is understood as an activity focused on meaning that allow learners to use the language in a real-life exercise (Ellis, 2003). In the pre-tasks students activate vocabulary essential for the comprehension of the texts by playing games in groups. During tasks, students work on real-life activities using the input from the texts and, occasionally, they will need to look up for some extra information. The post-tasks activities have two parts: the first one is a closure for the task itself in which students can either show their work, solve doubts, or express their feelings/opinions about the activity. The second part is a Reflective Listening Journal which would be described in the data collections instruments.

In each lesson we develop one of the three strategies. Each strategy will be used twice so that learners have a better understanding of how the strategies work, and if what they experienced using the strategy for the first time was a result of the task or the strategy itself.

The grouping across lessons varies depending on the strategy; *compulsory plus optional task* is meant for individual work, and *variation* is carried out individually and in pairs; however, there is no collaboration as to avoid mixing strategies. *Collaborative listening* is carried out in groups formed of LPL and HPL, they will be of 4-5 students where the number of LPL and HPL will be decided after the results of a diagnostic test. The groups formed in the two lessons using this strategy are going to be different each time, so the outcome of the strategy is not affected by getting used to work with certain people.

The activities consist of real-life tasks in which students will be working on their listening skill. Nonetheless, as suggested by Lynch (2009), listening will not be tackled as an isolated ability, but it will be integrated with writing and speaking. The suggested activities will cater for listeners' preferences, paces and proficiency differences. In addition, students will be practicing both one-way and interactive listening, so the development of their skill is not based only on teaching purposes, but they will prepare for real-life situations too. Also, learners will have the opportunity to recycle vocabulary and expressions, in this way, students will reinforce not only their lexical knowledge, but also their prior knowledge, because students will use the same words in a variety of situations along the intervention. So, it would be easier for them to recognize the different words and how to use them in different contexts. This action plan is complemented with an evaluation plan. This plan will consist of two main instances. On the one hand, at the end of each lessons, students will be asked to complete an

exit ticket about the task, and they will show their work too. These post-task activities are done throughout the intervention, and they will be useful to see how students are doing in the short-term and if some changes need to be done.

On the other hand, students will be working on pieces of writing, scripts, or posters in each class. These pieces of work will be saved in a Listening Portfolio, consequently, learners' progress will be evidenced as a whole.

Sample materials

The suggested materials for the implementation of the pedagogical sequence are slides, listening texts, and the Reflective Listening Journal. (See Sample materials).

Slides are a visual support. I intend to use them to project the objectives and strategies, so students are aware of what is expected from them and are more focused. I will also use slides for giving instructions in order to facilitate the comprehension of learners who prefer reading and to be a reminder of what to do. Additionally, slides will be useful for implementing pre-tasks activities such as *Palabras cruzadas*.

Selected input texts will revolve around the topic of *The Arts*; this decision is based on the Planes y Programas for 9th graders who should be working on that unit by the time this proposal will be implemented. The texts are authentic materials in order to simulate what students will encounter in real-life situations (Vandergrift, 2007), and they are no more than 3 minutes long so students can retain better the information, and they could listen to the text again without interfering with the following part of the activity because of time-constraints. Materials such as cards, pictures and objects such as a ball or hula hoop (post-task lesson five) are going to be used for the pre-tasks and post-tasks. This will make the activities more dynamic.

Assessment plan and data collection instruments

The efficacy of the intervention will be assessed through two main data collection instruments: the PET test (Cambridge Assessment English, n.d) to measure students' performance and a guided reflection to measure students' favorite teaching strategy.

The PET test was selected because it is the one suggested for school students, its objectives align with the ones proposed in this intervention, and it rates the proficiency levels expected for 9th graders in Chile. The use of the PET will serve two purposes: to determine the level of proficiency of the students and to measure if and how teaching strategies for mixed-ability classes benefit both low proficiency listeners and high proficiency listeners. Thus, answering the research question of this proposal.

To determine language proficiency, students who score from 120 to 153 correctly are going to be considered LPL, and students who score from 154 to 170 of the test right will be considered as HPL. This decision is based on the *Cambridge English Scale* which scoring for the PET test goes from 120 to 170 and classifies into four different criteria. For the purpose of this proposal, the two lowest categories correspond to the results of LPL and the highest ones to HPL (Cambridge English, n.d). The results of the test will be based exclusively on the listening component.

In order to analyze the impact of strategies on learners' listening comprehension, the same test will be given to students in the final session. The results of both tests are going to be compared using a pre-test/ post-test design to see how favorable the intervention was for LPL and HPL.

The guided reflection is a paper-based reflection that will be given to students at the end of the lessons. In that guided reflection, learners can think of the listening process they went through in terms of both their feelings and the advantages of the three teaching strategies implemented. After working with each strategy twice, participating students are asked to reflect on which one is their favorite one and how they feel it has helped them improve. This reflective process is done by completing a Reflective Listening Journal (See sample entries of the Reflective Listening Journal).

Thus, by the end of this intervention, students will be able to have a better understanding of how to face a listening task in a more successful way, using techniques useful for each of them. Furthermore, I will know what is the preferred teaching strategy for the contexts of a mixed-ability classroom, and if there is a tendency when it comes to LPL and HPL.

Reflection

For me, this proposal was a great opportunity to incorporate what I believe in as a future teacher into the planned activities. The intervention includes games which is a great opportunity to engage students into their learning process and to create a stress-free environment. The most important part for me is the adaptation of teaching strategies to cater for students' needs, as it will also allow to boost their learning progress and will show learners that I care about them.

The result of this work, however, would have not been possible without the constant feedback that highlighted its weaker points. Thanks to that, I was able to become more aware of making informed choices when planning and how they need to align into a coherent whole. That support also reinforced how crucial it is to keep updating my knowledge, and how it should be reflected on my pedagogical decisions.

Nonetheless, I cannot deny that the process of this work was difficult, especially in the beginning. I had started with the idea of implementing surveys and knowing my students, but when the data collection ended up based only on historical data, I felt overwhelmed because of the many possibilities for this work. As it was not limited by the needs of only one class, I did not know what was the direction I wanted to give to my proposal, so I spent a lot of time thinking and changing what I had initially developed.

Even so, I could find the beauty on working on a proposal without a real class. With the necessary adaptations, this work could be implemented in many contexts because mixed-ability classrooms are not exclusive of high schools and listening is a skill teachers should reinforce, so learners can feel more comfortable working on it.

As I learnt in this course, teachers should carry out action-research in their classrooms and I certainly am planning on implementing this intervention when possible. So I can assess its efficacy and make the necessary changes for better results in the future.

Conclusion

To conclude, I believe this work has been of great help to realize the importance of theory to support my pedagogical decisions. What I choose to do as a teacher, now and in the future, cannot come out of nowhere, but it needs a solid foundation and this work is an example of that.

Moreover, this AR proposal was useful for me to consolidate my beliefs as a teacher. It became the culmination of decisions I have made throughout this process as a college student, because I noticed that the choices I made for this work were based on class or practicum activities or the practicum that I enjoyed the most preparing.

Finally, it made me value even more the work of teachers at schools. I already knew that planning and the creation of materials were time-consuming, however, I did not expect those processes to be as long as they were for me. So, this experience will definitely make me reconsider adaptation as part of my future lessons rather than just creating something of my own, as I had initially thought as a naïve student.

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Appendix A: Gantt chart

	AUGUST				SEPTEMBER			
Students will...	3 rd	10 th	24 th	31 st	7 th	14 th	21 st	28 th
will identify general ideas and specific information from the different texts (PET)								
identify explicit information of an interview to an artist.								
recognize general ideas about what visitors can expect to see in an innovative museum.								
deduce what the speaker's opinion is about fashion being art.								
infer the speaker's intention.								
create a different ending for the speakers' conversation.								
assess the importance of the speakers' main ideas.								
will identify general ideas and specific information from different texts (PET)								

Appendix B: Pedagogical sequence

Preferred teaching strategies of 11th graders when working in mixed-ability classes and their impact on the listening comprehension of low- proficiency (LPL) and high-proficiency (HPL) listeners	
Unit	The Arts
Outcome	Students will create a Listening Portfolio to evidence their learning progress
Objective	At the end of this intervention, students will be able to reflect on what teaching strategy was the most beneficial for comprehension.
Grade	9th grade
LESSON ONE	
Topic	Introduction
Objectives	<ul style="list-style-type: none"> ○ Conceptual: Students will identify general ideas and specific information from different texts. ○ Procedural: Students will take a listening diagnostic test (PET) ○ Attitudinal: Students will show tolerance and respect towards their peers.
Task	<ul style="list-style-type: none"> ○ Pre-task: Introduction to the action plan and explanation ○ Task: Diagnostic test (PET) ○ Post-Task: Clarification of doubts.
LESSON TWO	
Topic	Inspiring artists
Grammar Focus	Present simple and past simple
Vocab. Focus	Adjectives to describe art
Objectives	<ul style="list-style-type: none"> ○ Conceptual: Students will identify explicit information of an interview to an artist. ○ Procedural: Students will write a biography of an artist (compulsory) and create three question they would like to ask the artist (optional) ○ Attitudinal: Students will show tolerance and respect towards their peers.
Strategy	Compulsory+optional
Task	<ul style="list-style-type: none"> ○ Pre-task: vocabulary game (Heads-up using adjectives from the text) ○ Task: Writing a biography. To write a biography of the artist from the video (compulsory) and to create three questions for an imaginary interview to the same artist (optional) ○ Post-task: 1)Fishbowl (students write down impressions of the artist and their work, and their classmates can comment on that afterwards) 2)Reflective listening journal

Grouping	<ul style="list-style-type: none"> ○ Pre-task: students work in groups of three with the classmates closer to them. ○ Task: individual work ○ Post-task: 1)students work individually and as a whole-class 2)individual work
Text	https://www.youtube.com/watch?v=ap9NFCiz4HI
LESSON THREE	
Topic	The museum of my dreams
Grammar Focus	Present simple
Vocab. Focus	Adjectives related artistic expressions
Objectives	<ul style="list-style-type: none"> ○ Conceptual: Students will recognize general ideas about what visitors can expect to see in an innovative museum. ○ Procedural: Students will work in groups to come up with a dialogue of a listening wall presentation ○ Attitudinal: Students will show tolerance and respect towards their peers.
Strategy	Collaborative work
Task	<ul style="list-style-type: none"> ○ Pre-task: vocabulary game (Pictionary with words related to elements you find in a museum) ○ Task: Listening Wall (mini presentation in which students present a museum of their imagination) ○ Post-task: 1) Favorite museum poll 2)Reflective listening journal
Grouping	<ul style="list-style-type: none"> ○ Pre-task:the class is divided into two groups by the teacher ○ Task: groups of 5 created by the teacher (similar number of LPL and HPL in each group) ○ Post-task: 1)whole class 2)individual work
Text	https://www.youtube.com/watch?v=ptsDWxNA1co
LESSON FOUR	
Topic	Expressing art through fashion
Grammar Focus	Present simple
Vocab. Focus	Adjectives to describe an artistic expressions
Objectives	<ul style="list-style-type: none"> ○ Conceptual: Students will deduce what the speaker's opinion is about fashion being art ○ Procedural: Students will create either a podcast or a poster ○ Attitudinal: Students will show tolerance and respect towards their peers.
Strategy	Variation
Task	<ul style="list-style-type: none"> ○ Pre-task: Board race game. Used to activate background knowledge in which students write down what they know about fashion) ○ Task: Podcast/Poster creation (students choose how to represent what they understand was the opinion of the speaker on fashion)

	<ul style="list-style-type: none"> ○ Post-task: 1) Exit ticket (students write down what they learnt) 2) Reflective listening journal
Grouping	<ul style="list-style-type: none"> ○ Pre-task: 4 groups formed by the teacher using numbers. ○ Task: individual work ○ Post-task: 1) individual work 2) individual work
Text	https://www.youtube.com/watch?v=8da1nXckEy4 (min. 2:22)
LESSON FIVE	
Topic	Reviewing an artistic expression
Grammar Focus	Present simple
Vocab. Focus	Adjectives to review an artistic expression
Objectives	<ul style="list-style-type: none"> ○ Conceptual: Students will infer the speaker's intention. ○ Procedural: Students will recommend a series of their like or write down a review about it. ○ Attitudinal: Students will show tolerance and respect towards their peers.
Strategy	Variation
Task	<ul style="list-style-type: none"> ○ Pre-task: defining "review" (Call my bluff: students have to identify the statements that define what a review is correctly) ○ Task: Review construction: students have to recommend a TV show to their classmates using expressions used by the speaker, or students have to write down a review of a series invented by them. ○ Post-task: 1) Hula hoop game (students answer an exit ticket, and the ones who share their answers have the opportunity to throw a ball into the hula and win a prize) 2) Reflective listening journal
Grouping	<ul style="list-style-type: none"> ○ Pre-task: pair work (working with the classmate next to them) ○ Task: pair work (working with the classmate next to them) or individual work (in case of the review) ○ Post-task 1) students work individually and as a whole-class 2) individual work
Text	https://www.youtube.com/watch?v=LyLli_CuaUM&t=215s (min. 1:48)
LESSON SIX	
Topic	A musical car ride
Grammar Focus	Present simple and expressions to give opinions (about music as an artistic opinion)
Vocab. Focus	Adjectives to describe an artistic expression
Objectives	<ul style="list-style-type: none"> ○ Conceptual: Students create a different ending for the speakers' conversation. ○ Procedural: Students will create a carpool karaoke show to talk about music. ○ Attitudinal: Students will show tolerance and respect towards their peers.

Strategy	Collaborative work
Task	<ul style="list-style-type: none"> ○ Pre-task: vocabulary game (<i>Palabras cruzadas</i> (Pasapalabra) with expressions to give opinions) ○ Task: Carpool karaoke (role-play activity in which students are a band and talk about music as art based on what they heard) ○ Post-task: 1) Interpret the carpool karaoke each group created 2) Reflective listening journal
Grouping	<ul style="list-style-type: none"> ○ Pre-task: the class is divided in two groups ○ Task: groups of 5 created by the teacher (similar number of LPL and HPL in each group) ○ Post-task: 1) group work 2) individual work
Text	https://www.youtube.com/watch?v=aDcTSYZu-zY (min. 1:56)
LESSON SEVEN	
Topic	Expression thorough dancing
Grammar Focus	Present simple
Vocab. Focus	Adjectives to describe art
Objectives	<ul style="list-style-type: none"> ○ Conceptual: Students will assess the importance of the speakers' main ideas. ○ Procedural: Students will write a letter (compulsory) and choose one song they would want the movement to represent (optional) ○ Attitudinal: Students will show tolerance and respect towards their peers.
Strategy	Compulsory+optional
Task	<ul style="list-style-type: none"> ○ Pre-task: vocabulary game (Matching game to define vocabulary from the text) ○ Task: Letter/song writing n (students write a letter to the MAI movement referring to the importance of the movement's work). As an option, they write an extract of a song to the movement and mention what it could represent. ○ Post-task: 1) One word (students write one word that defines the lesson for them) 2) Reflective listening journal
	<ul style="list-style-type: none"> ○ Pre-task: whole class ○ Task: individual work ○ Post-task: 1) individual work 2) individual work
Text	https://www.youtube.com/watch?v=PmlB7Wf2UDI
LESSON EIGHT	
Topic	Closure
Objectives	<ul style="list-style-type: none"> ○ Conceptual: Students will identify general ideas and specific information from different texts. ○ Procedural: Students will take a listening test (PET) ○ Attitudinal: Students will show tolerance and respect towards their peers.
Task	<ul style="list-style-type: none"> ○ Pre-task: explanation of the lesson





	<ul style="list-style-type: none"> ○ Task: Listening test (PET) ○ Post-task: 1)Listening portfolio (students hand in the pieces of work of the different lessons) 2)Reflective listening journal and greetings
Grouping	<ul style="list-style-type: none"> ○ Pre-task: whole class ○ Task: individual work ○ Post-task: 1)individual work 2)individual work

Appendix C: Sample materials

The following materials correspond to the ones for:

- Lessons Two
 - Objective: Students will identify explicit information of an interview to an artist Lesson Two: Pre-listening task (vocabulary review and instructions)
- Lesson Three
 - Objective: Students will recognize general ideas about what visitors can expect to see in an innovative museum.

Lesson Two: Pre-task (instructions)

<div data-bbox="186 850 311 903">1</div> <div data-bbox="203 913 760 1228">  <p>LESSON TWO INSPIRING ARTISTS</p> <p>You will identify explicit information of an interview to an artist</p> </div>	<div data-bbox="771 850 896 903">2</div> <div data-bbox="787 913 1344 1228"> <p>BEFORE LISTENING...</p> <p>✦ Patina: a blue-green layer that forms on metals</p>  </div>
<div data-bbox="186 1312 284 1365">3</div> <div data-bbox="203 1375 760 1711"> <p>BEFORE LISTENING...</p> <p>✦ Gravitas: causing feelings of respect and trust in others</p>  </div>	<div data-bbox="771 1312 868 1365">4</div> <div data-bbox="787 1375 1344 1711"> <p>BEFORE LISTENING...</p> <p>✦ Dignitas: reputation that someone or something accumulates</p>  </div>

5

BEFORE LISTENING...

- ❖ Outgrow: to grow too large for something



6

BEFORE LISTENING...

- ❖ Esthetics (US) Aesthetics (UK): an esthetic object or work of art is one that shows great beauty



7


LET'S PLAY ~HEAD'S UP

Instructions:




1. Put one card in your forehead **without seeing** its content
2. **Classmates give clues**
 - ✓ mimic, give definitions using your own words, synonyms
 - ✗ Use the previous definition
3. **Guess the word** in the card



Lesson-Two: Pre-task (Heads-up cards)



<p>PATINA</p> 	<p>GRAVITAS</p> 
<p>DIGNITAS</p> 	<p>OUTGROW</p> 
<p>ESTHETICS</p> 	

Lesson Two: Task (instructions)



<div style="border: 1px dashed green; padding: 5px; margin-bottom: 10px;">STRATEGY: COMPULSORY+OPTIONAL</div> <ul style="list-style-type: none"> ❖ Listen to the artist ❖ Write down details about <ul style="list-style-type: none"> -his life -his art <div style="display: flex; align-items: center;">   </div>	<div style="border: 1px dashed green; padding: 5px; margin-bottom: 10px;">COMPULSORY TASK: WRITE A BIOGRAPHY</div> <ul style="list-style-type: none"> ❖ Use your notes ❖ Look on the internet for extra information ❖ Write about: <ul style="list-style-type: none"> -birth -location -his art -achievements <div style="display: flex; align-items: center;">  </div>
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STRATEGY: COMPULSORY+OPTIONAL

- ❖ Listen to the artist
- ❖ Write down details about
 - his life
 - his art



Lesson Two: Post-tasks (instructions)

<div style="border: 1px dashed green; padding: 5px; margin-bottom: 10px;">FISHBOWL</div> <ul style="list-style-type: none"> ❖ Grab a piece of paper ❖ Write down one question you have about the artist (video) ❖ Fold the paper in two and put it in the box ❖ Classmate solve the doubts! <div style="text-align: center;">  </div>	<div style="border: 1px dashed green; padding: 5px; margin-bottom: 10px;">REFLECTION...</div> <div style="text-align: center;">  </div>
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Lesson Three: Pre-task (instructions)

<div data-bbox="240 289 261 317" data-label="Text">1</div> <div data-bbox="203 380 386 552" data-label="Image"> </div> <div data-bbox="375 384 734 520" data-label="Section-Header"> <h2>LESSON THREE</h2> <h3>THE MUSEUM OF MY DREAMS</h3> </div> <div data-bbox="250 554 734 640" data-label="Text"> <p>You will recognize general ideas about what visitors can expect to see in an innovative museum</p> </div>	<div data-bbox="815 289 836 317" data-label="Text">2</div> <div data-bbox="792 348 1344 653" data-label="Image"> </div>
<div data-bbox="240 791 261 819" data-label="Text">3</div> <div data-bbox="224 842 435 896" data-label="Section-Header"> <h2>INSTRUCTIONS</h2> </div> <div data-bbox="680 846 748 911" data-label="Image"> </div> <div data-bbox="211 905 721 1131" data-label="List-Group"> <ul style="list-style-type: none"> ➤ 1 member comes to the board ➤ The drawer picks a paper ➤ The drawer reads the paper and draws ➤ The drawer can't talk or use letters ➤ The group guesses the drawing <ul style="list-style-type: none"> ➤ 1 minute to guess </div>	<div data-bbox="815 791 836 819" data-label="Text">4</div> <div data-bbox="823 854 1122 907" data-label="Text"> <p>READY? SET? DRAW!</p> </div> <div data-bbox="1057 846 1122 907" data-label="Image"> </div>

Lesson Three: Task (instructions)


<div style="border: 1px dashed black; padding: 5px; margin-bottom: 10px;"> 1 </div> <div style="border: 1px dashed black; padding: 5px;"> <p>STRATEGY: COLLABORATIVE LISTENING (GROUPS OF 4)</p> <p>Pay attention to:</p> <ul style="list-style-type: none"> What the reporter tells about the museum The areas of the museum Elements you can find in the museum <p><i>Do not forget to take notes!!</i></p> <p><i>Team work! Help each other, solve doubts</i></p>  </div>	<div style="border: 1px dashed black; padding: 5px; margin-bottom: 10px;"> 2 </div> <div style="border: 1px dashed black; padding: 5px;"> <p>PART ONE-CREATING THE MUSEUM OF YOUR DREAMS</p> <p>Time to be creative! <i>in groups of 4...</i></p> <ul style="list-style-type: none"> Think of a theme (spy, makeup, robots...) Describe your museum (use your notes) <ul style="list-style-type: none"> Who should visit the museum? <i>Write it down!!</i> What can you do/see? Create a poster to represent your museum <ul style="list-style-type: none"> Add your personal touch!  </div>
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3

PART TWO - CREATING THE MUSEUM OF YOUR DREAMS

Listening wall:

- Choose one member to talk about your museum
- Make a script of what you want to say
- Visit each other's museum
- 3 minutes per group



Lesson Three: Post-task (instructions)

<div style="border: 1px dashed black; padding: 5px; margin-bottom: 10px;"> 1 </div> <div style="border: 1px dashed black; padding: 5px;"> <p>CREATING THE MUSEUM OF YOUR DREAMS</p> <p>Lets' vote!</p> <ul style="list-style-type: none"> Grab a piece of paper Write the name of your favorite museum Fold the piece of paper Put the piece of paper on the box  </div>	<div style="border: 1px dashed black; padding: 5px; margin-bottom: 10px;"> 2 </div> <div style="border: 1px dashed black; padding: 5px;"> <p>REFLECTION...</p>  </div>
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Appendix D: Reflective Listening Journal

The RLJ will be printed, and there will be three different types of entries depending on the stage of the action plan. Entries for lessons two to four correspond to the first time using each strategy. Entries of lesson five to seven will be used after using the strategies for a second time. The final entry will be used for the reflection of the whole process.

Lessons two to four

Entry #1

Strategy: Compulsory+Optional

Topic: Inspiring artists

Background knowledge (what you know about the topic):

Reflection:

- Circle the emoji(s) that reflects how you felt about having an optional task to do. Explain your reasons why...



- Name 3 advantages of having optional tasks.

Entry #4

Topic: Fashion and design

Background knowledge (what you know about the topic):

Reflection:

- C Circle the emoji(s) that reflects how you felt about using this strategy again. Explain your reasons why...



- Name three things that changed between the first time you used this strategy and now.

Entry #7

Final Reflection:

- Circle the emoji(s) that reflect how you felt using different strategies for listening comprehension. Explain your reasons why...



- What was your favorite strategy? Explain why...
- Name three things you learnt about your listening comprehension.