

**UNIVERSIDAD DE CONCEPCIÓN
FACULTAD DE EDUCACIÓN
PEDAGOGÍA EN INGLÉS**



**STRATEGY TRAINING IN LISTENING PRACTICE
MATERIAL: A PROPOSAL FOR STUDENTS OF FIRST
AND SECOND YEAR HIGH SCHOOL**

TESIS PARA OPTAR AL GRADO DE LICENCIADO EN EDUCACIÓN

Research supervisor: Prof. Marlene Martínez Urrutia

Teacher candidates: Nicole Aracely González Arias

Bernardo Alejandro Parra Flores

Tamara Cecilia Sepúlveda Sanhueza

Concepción, 2016



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Bernardo

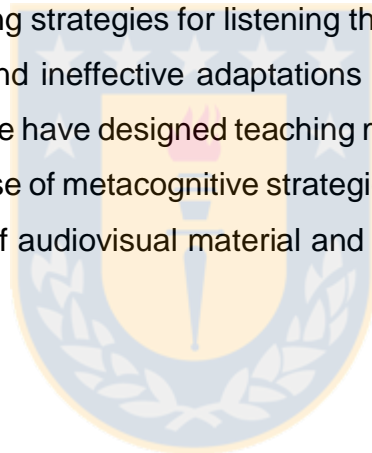
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Tamara



Abstract

Listening activities are fundamental in the language acquisition process. Nevertheless, these activities do not have a primary role in Chilean English teaching classrooms. In this context, the following investigation seeks to discover the primary difficulties teachers have when performing a listening activity with the purpose of creating new material and activities. Five teachers from municipal and subsidized schools from the city of Concepcion were interviewed. Data was collected through the use of a semi-structured interview which consisted of eight questions. Results showed that the most common problems are lack of equipment, lack of motivation to learn from students and too advanced material, given by the Ministry of Education, for the level of the students. Moreover, the interview also revealed a lack of variety and awareness concerning strategies for listening that teachers have, little variety in the materials they use and ineffective adaptations of the material provided by the Ministry. As a proposal, we have designed teaching material aimed to fulfill the needs of teachers such as the use of metacognitive strategies in the pre-listening and while-listening stage, the use of audiovisual material and the closure of the lesson with a communicative activity.



Resumen

Las actividades de comprensión auditiva cumplen un papel fundamental en el proceso de adquisición y uso del lenguaje, pero lamentablemente nunca han tenido un rol primordial en la enseñanza del inglés en Chile. En este contexto, la siguiente investigación tiene como objetivo investigar cuáles son las principales dificultades que los profesores enfrentan al momento de desarrollar una actividad de comprensión auditiva en la sala de clase, con el fin de crear nuevo material didáctico. Se entrevistó a 5 profesores de inglés de liceos públicos y particulares subvencionados de la ciudad de Concepción. Para la recolección de datos, se utilizó una entrevista semi-estructurada. Los resultados mostraron que los problemas más comunes son la falta de materiales, dificultad de las actividades del texto, y falta de motivación por parte de los alumnos. Además, en los profesores, se reveló tanto una falta de dominio de estrategias como de variedad en los materiales usados en el aula y adaptación efectiva del material ya disponible para el profesor. Como propuesta, se ha diseñado material didáctico que incluye el uso de diversas estrategias en la etapa de introducción a la actividad, el uso de material audiovisual y una tarea comunicativa al cierre de cada actividad.

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Chapter I

Introduction



1.1. Statement of the problem

Since the beginning of the 20th century, the English language has gradually gained more importance due to the results of globalization in areas related to economic, cultural and political activities, increasing the amount of people that can speak this language. As a result, it is now used worldwide as “Lingua Franca”, especially since the permanent expansion of technology and communication.

In Chile, the Ministry of Education has been attempting to give universal access to English learning through different projects included in the program “Inglés abre puertas”, aimed at primary and secondary students. However, these attempts to improve the level of English among Chilean students – in Primary and Secondary education- have been futile, as it can be observed in the results of the “SIMCE” test results, where only an 18% of the 186.385 students in 3rd year High school that were evaluated reached levels A2 and B1 and received a Cambridge certificate to recognize their level of English in Listening and Reading skills (Resultados SIMCE 2012- Agencia de la Calidad de la Educación).

We learn our mother tongue by listening to it. Then listening takes up a large portion of our communication time (Flowerdew and Miller, 2005). According to Burley-Allen (1995) we spend an average of 40% of our daily communication on listening compared to 35% on speaking, 16% on reading and a 9% on writing. Based on this information, we support the importance of focusing on the development of the listening skill in the L2 learning process by giving it more relevance in the national curriculum and inside the English classroom.

Vandergrift and Goh (2012) state that the listening skill development receives limited attention in school classes and the way listening activities are planned and taught tends to create anxiety among learners instead of developing the confidence they need to progress. Although listening activities are, indeed, included in the educational programs provided by the Ministry of Education, based on our experience as students and student-teachers of English during our time at university,

we have noticed the little emphasis and importance given to the development of this skill in English classrooms.

We have observed that the amount of time given to carry out listening activities is very little and these are particularly brief and not widely developed. The suggested activities are, in their majority, ones in which students have to obtain explicit information, calling upon only to their capacity of identifying words or phrases within an oral text. As Vandergrift and Goh (2012) assume, “many of the listening activities do little more than test how well they can listen”.

When revising “Planes y programas - Primer año medio” supplied by the Ministry of Education, analysis and global comprehension discussions are not considered in planning nor in educational programs regarding this skill, which makes listening activities somehow irrelevant inside the curriculum.

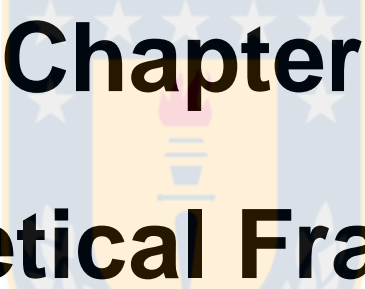
For instance, on many English lessons we observed as student-teachers, the method most commonly used by most teachers is the Presentation-Practice-Production method. On a reading task, some teachers would give key vocabulary and explain their meaning, focus on one paragraph at a time and even discuss them while they read to finish up with an activity to evaluate student comprehension. However, this kind of exercise is not commonly used when facing a listening activity, nor is there any type of feedback or follow-up activity to reinforce what students have learned.

Another factor to be considered is the environment of a typical Chilean classroom and how this influences the development of a listening activity. To begin with, it is well known that the average amount of students in a typical public or semi-private school is usually between thirty and forty students, and in some cases even going above forty-five. This large amount of students, under the supervision of only one teacher, can hinder the correct development of a listening activity. Maringe and Sing (2014) mention that “large class size is thus not just an issue of number of students, but is an issue of the complexities and challenges associated with delivering both equality and quality learning opportunities for all students”.

Listening activities require silence and cooperation from the students. This can be a real challenge for teachers who want to create a suited class atmosphere. During our internship participation, both teachers and ourselves invested a large amount of time in setting the mood to begin the activities. Moreover, even during the course of the activities, students tend to lose concentration and misbehave, affecting the outcome of the task. In many cases, noise and behaviour problems make listening comprehension impossible and the whole activity loses its purpose.

We strongly believe that measures should be taken to address this issue in order to change the methods applied in teaching English as a foreign language. Significant changes should be made to enhance the listening skill development in Chilean education. One step to accomplish this goal may be to create better material for listening practice and help teachers use different strategies in their activities and be aware of their purpose.





Chapter II

Theoretical Framework

2.1. Development of Listening skills in a second language

2.1.1. What is listening?

Rost defines listening in a biological way stating that “we humans are a meaning-oriented species, and our neurobiology is geared not only to process information and make sense of the external world, but also to understand and find meaning in both the external world and our internal world.” (Rost, 2011)

In this extract, listening is regarded as an active process in which we construct meaning from the stimuli we receive from the external world and our own mind and feelings. Based on this conception of listening, we do not only hear but we pay attention to what can be of our interest.

Listening in L1

According to an article from UNO international (Mx.unoi.com, 2016), listening is the first skill humans develop. Scientists and doctors have proven that unborn babies respond to sounds such as classical music and the voice and singing of their mother. Newborn babies can also identify different tones of voices. Other studies have shown that “babies who are spoken to continuously from birth onwards, as if they could speak themselves, develop speaking skills and vocabulary levels much higher than if they were just treated as *baby dolls*, incapable of understanding.” (Mx.unoi.com, 2016)

Based on this discovery, it can be hypothesized that the same principle can be applied to Second Language Learning. Learners should be exposed to the language to be acquired as much as possible and production should not be forced.

This idea is present in various Second Language Teaching approaches and methods that are to be presented in the following section.

2.1.2. History of teaching listening

Throughout the decades, English instruction has been constantly changing and new approaches to teaching English as a foreign language have been developed to fit the learners and the society needs. Some skills have been given more emphasis than others in some approaches. In this section, we will discover how the focus has been changing from a full focus on grammar rules into a more communicative approach to teaching English as a foreign language, more useful to engage in real communication, in real contexts.

2.1.2.1. The Grammar-Translation Approach

Before the late 19th century, second language teaching was based on the Classical Method of teaching Latin and Greek, where listening was not considered in the syllabus. The main reason to learn a language was to read its literature in order to translate texts into their mother tongues and to benefit from the mental development that was considered a sign of a higher education (Richards and Rodgers, 2001). Listening was not considered an important skill to be developed because real communication was not the real objective of learning a new language as it was the ability to translate ancient written books.

Flowerdew and Miller (2005) consider that one of the reasons listening was not included in Grammar-Translation based syllabus was that initially the languages taught were “dead languages”, which students would not have the possibility to listen to and practice. These dead languages were mainly Latin and Greek. It was probable that teachers would not have known how to speak and communicate in these languages, therefore they would not have been able to teach them. This was acceptable because, in order to translate texts, students only needed to know the grammatical rules and lexicon of the target language to make the correct transition from one language to the other.

Even though this method does not include the listening skill, it is still very popular and widely used inside second language lessons (i.e. gap-filling exercises

after explaining some grammar rules). In our opinion, the reason this method is still widely used is because it is easier to make Chilean students understand the lesson when translation is being used. It must be considered that a regular public school in Chile has approximately 35 up to 45 students per classroom. This may be one of the reasons why the level of English in these institutions is very low – as shown by the results of the *Sistema de Medición de Calidad de la Educación* (Simce) 2012 were only a 18% of a universe of 31.834 students reached A2 and B1 level. The results also show a considerable difference in the results of students from public and private schools. Only a 7% of the students who reached an A2 and B1 level of English were from public schools.

2.1.2.2. The Direct Method

In the mid-nineteenth century, due to the technological advances since the industrial revolution, an increasing need for proficiency in language speaking rather than reading comprehension, grammar or literary appreciation emerged, which has been increasing ever since.

A clear example of the new focus was the linguist Maximilian Berlitz (1852-1921), who popularized the Direct Method, based on the findings of F. Gouin (1831-1896). The premise of this method was that a second language could be learned by imitating the way children learn their first language, that is, directly and without grammar explanations.

Though this method was the first one to include listening and speaking as the main focus of second language teaching, there were some disadvantages that discouraged its use. One of them was the fact that it was not suitable for public schools because these establishments usually have very large classes and the method would not have proven effective. The method, however, showed to be successful in private schools with fewer students per classroom and with the possibility of hiring native speakers as teachers.

2.1.2.3. The Audiolingual Method

This method was created by the U.S. Defense Forces language program during the World War II. It was also known as the Army Method.

The creation of this method emerged from the need of the U.S. government of personnel that were fluent in some foreign languages to work as interpreters and translators, so American Universities were asked to develop foreign language programs for military personnel.

The Audiolingual method was based on the behaviorist theory of the American psychologist B.F. Skinner, which states that human behavior can be trained or modified through a Stimuli-Response-Reinforcement process. The stimulus generates a specific response and reinforcement was used to mark such response as appropriate or inappropriate and encourage the repetition or suppression of the response in the future (Skinner, 1957).

Listening and speaking skills were the first to be taught. Listening was considered as training in aural discrimination of basic sound patterns (Richards and Rodgers, 2001). Students were expected to understand and discriminate language patterns in an oral basis and then, learn the written form of what they had already learned orally.

Although listening and speaking are emphasized in this method, developing listening skills and comprehension are not the main focus. As a conclusion, it can be said that the solely use of listening and speaking without focusing in real and meaningful communication as the ultimate goal is hardly useful and does not fulfill the learners expectations if they are not able to use the language.

2.1.2.4. The Discrete-item Approach

Unlike the Audiolingual method, which focused on drilling and repetition of grammar patterns, this approach, according to Flowerdew and Miller (2005), deals with the Segmental (vowel and consonant sounds) and supra-segmental (stress and tone) aspects of spoken language and their contextualization.

The procedure is to compare and contrast sounds from the different languages, native and foreign, so learners can familiarize with the sounds of the target language, especially the ones that are not present in their mother tongue, which usually causes problems among learners.

Flowerdew and Miller (2005) present an activity to exemplify this approach. The exercise consists of identifying the correct *-ed* ending of past tense verbs and classify those verbs into a column with their corresponding phoneme /t/, /d/ or /id/. This way, the verb *finished*, for example, would correspond to the phoneme /t/, *lived* with the phoneme /d/ and *started* to the phoneme /id/.

Although this approach may be useful in learning how to recognize certain phonemes and sounds which otherwise would be difficult to learn on our own, the exercise itself does not match the reality of spontaneous communication. Therefore, the listening skill would not be developed adequately.

If this type of exercise, on the other hand, is part of a whole longer activity where students can contextualize aural language, it could be a real help for any learner of a foreign language.

2.1.2.5. Total Physical Response

This approach was developed by James Asher (1977), who believed that second language learning is a parallel process to first language acquisition. He observed that children learn their mother tongue by listening to their parents' commands to which they are expected to respond to physically. They are not expected to produce any language until they have already internalized their native language.

According to Richards and Rodgers (2001; 74), Asher based this approach on three main hypotheses:

1. The existence of an innate bio-program designed for language learning which defines the right path to first and second language acquisition. This means that as children learn their mother tongue purely by listening and

responding physically to adults' commands. A second language should be acquired in the same way and once a foundation in listening comprehension has already been established, speech will emerge naturally and effortlessly.

2. Brain lateralization defines different language functions in the left and right-brain hemispheres. Most teaching methods are directed to left-brain learning. On the other hand, Total physical response, according to Asher, is oriented to right hemisphere learning by using motor movement, as well as children learn their first language, which can help later the left hemisphere to process better for language production.

3. Stress (an affective filter) affects learning. The lower the stress, the greater the learning. Asher held that, as first language acquisition takes place in a stress-free environment, second language should be learned equally. By focusing on meaning – through movement and commands- rather than on grammatical forms, the learner is said to be released from self-conscious stress and is able to concentrate on learning.

Applying this theory to a second language class, Richards and Rodgers (2001; 76) express that initial attention is required to be focused on meaning rather than form. Activities consist in imperative drills which are used to elicit physical actions from students. Sariyati (2013) believes that students “make faster progress when content involving English is clearly usable or valuable outside the classroom”. These activities may be related to everyday situations, such as at the supermarket, at the store, or family reunions, to name a few. However, since learners have the primary role of listeners and performers before they are expected to be language producers, role-play activities and dialogues should be delayed with beginners until they are familiarized with the language and feel prepared to produce.

2.1.2.6. The Communicative Approach

In the 1970s, educators observed that learners were able to produce accurate sentences inside the classroom but were unable to communicate appropriately in real communication contexts. The aim of teaching students how to communicate in

the target language was not being achieved (Larsen-Freeman 2008; 121). Being able to communicate required more than mastering the linguistic competence, it required communicative competence (Hymes, 1971; cited in Larsen-Freeman, 2008).

Communicative competence, according to Canale (1983) is the “underlying system of knowledge and skill required for communication” (Canale, 1983; cited in Myint, 1997). In simpler words, Hymes (1972) refers to communicative competence as the knowledge of when, how and to whom it is appropriate to use the forms learned.

Richards (2006), defines the aspects of language knowledge that conform communicative competence:

- Knowing how to use language for a range of different purposes and functions.
- Knowing how to vary our use of language according to the setting and the participants (e.g. knowing when to use formal and informal speech)
- Knowing how to produce and understand different types of texts (e.g; narratives, reports, interviews, conversations).
- Knowing how to maintain communication despite having limitations in one’s language knowledge (through communicative strategies).

By accomplishing these aspects, it could be said that a speaker has communicative competence. This is the primary aim of communicative language teaching and therefore the syllabus and classroom activities were designed to achieve this goal.

2.1.2.7. Task-Based Approach

Task-Based approach sees its roots on the communicative approach, which is focused on teaching the students how to communicate in a meaningful way. The main goal of task-based lessons is, in the words of Howatt (1984), “rather than 'learning to use English' students 'use English to learn it’”.

The way that Task-based learning achieves this is by providing learners with a natural context for language use. A task is assigned to the students, who usually work in groups, and they have to work together using the target language to complete the task, generating abundant opportunities for interaction. These interactions among peers facilitate the acquisition of language as learners need to work together and understand each other expressing their ideas to achieve the task. Task-Based lessons are not focused on a certain function or form of the target language, but a wide variety of linguistic forms that are used during the task.

Listening in Task-Based activities has a main role. Brown (1987) believes that students need to become 'active' listeners because what they are hearing is an authentic communicative situation in which they have to perform an action with the information. As listening is authentic, they also need to deal with language at normal speed and different accents, rhythm, hesitations and ellipses.

The advantages of task-based listening are, first, that their communicational emphasis makes the listening more meaningful by focusing on the message rather than on its components. Secondly, the way of checking students' comprehension is easily measurable by seeing the task results.

In this section we have described the main approaches and methods developed throughout the history of ESL/EFL teaching. Nowadays, there is an increasing tendency to take the strengths of some approaches and adapt them to fit the necessities of the learners based on different contexts.

2.1.3. Listening Processes

When it comes to listening, it is paramount to know there are different processes we use for relating the incoming information with previous knowledge, in order to give meaning to what we hear. Among those, we have *bottom-up processing*, *top-down processing*, and the use of *learning and listening strategies*.

2.1.3.1. Bottom-up processing

These are the processes the listener uses to assemble the message piece by piece from the speech stream, going from the parts to the whole. In other words, according to the bottom-up model, listeners build understanding by starting with the smallest units of the acoustic message: individual sounds, or phonemes. These are then combined into words, which, in turn, together make up phrases, clauses, and sentences. Finally, individual sentences combine to create ideas and concepts and relationships between them (Flowerdew and Miller, 2005). According to Long and Doughty (2009), “the bottom-up approach to listening acknowledges the primacy of the acoustic signal and focuses on helping learners develop critical perception skills”.

2.1.3.2. Top-down processing

Top-down processing involves the listener in going from the whole – their prior knowledge and their content and rhetorical schemata – to the parts. In other words, the listener uses what they know of the content of communication to predict what the message will contain, and uses the parts of the message to confirm, correct or add to this. The key process here is *inferencing* (Nation and Newton, 2009). For example, if a speaker said “I will travel by / ʃi:p / to China.” The listener would understand by prior context knowledge that the speaker meant /ʃɪp/. In this situation, the listener builds meaning based on context instead of focusing on the individual use of phonemes.

The interaction between *Top-down* and *Bottom-up processing* can define if the person is an effective or ineffective listener. O’Malley and Chamot (1990) concluded that “whereas the effective listeners used both top-down and bottom-up approaches, the ineffective listeners used only a bottom-up approach to comprehend”. Yet, it is still important for learners to study and master bottom-up direction of processing since it provides accuracy for more ambitious communicative functions than just basic communication (Nation and Newton, 2009).

In the following point, we describe learning and listening strategies we considered to be accurate and intentional when it comes to understanding an aural text.

2.1.4. Learning Strategies and listening strategies

For the purpose of our research and the creation of material for teachers, the acknowledgement and use of listening strategies is essential when planning and executing a listening lesson and when developing the listening skill in general.

To start, a definition of *learning strategy* should be provided. According to Oxford (2003), learning strategies are “specific actions, behaviors, steps, or techniques (...) used by students to enhance their own learning”. Likewise, O’Malley and Chamot (1995) define them as “special thoughts or behaviors that individuals use to help them comprehend, learn, or retain new information”. They also categorized them in three groups, which have been broadly adopted by many researchers (Flowerdew and Miller, 2005; Field, 2009).

1. Cognitive strategies: They are all the processes learners use and the ways in which they manipulate incoming information to acquire the language. (Flowerdew and Miller, 2005) (Field, 2009)

2. Metacognitive strategies: They “involve thinking about the learning process, planning for learning, monitoring of comprehension or production while it is taking place, and self-evaluation after the learning activity has been completed” (O’Malley and Chamot, 1995).

3. Social-affective strategies: They are the ways in which learners interact with each other to enhance their learning. (Field, 2009)

Flowerdew and Miller (2005) name and exemplify a set of strategies for each of these three categories focused on listening teaching in Table 1, 2 and 3. These activities are a great example of what teachers can do in a listening lesson to vary their activities and train students to use learning strategies.

Table 1

Metacognitive strategies

Strategy	Focus on the learner	Focus on the teacher
Planning		
<ul style="list-style-type: none"> Advanced organization 	Decide what the objectives of a specific listening task are. Why is it important to attend to this message?	Write a topic on the board (e.g., Train Announcements) and ask learners why it would be important to listen to this type of announcement.
<ul style="list-style-type: none"> Directed attention 	Learners must pay attention to the main points in a listening task to get a general understanding of what is said.	In setting up a listening task, ask learners what type of information they would expect to hear. "You are listening to the news. What would you hear at the beginning of the news?"
<ul style="list-style-type: none"> Selective attention 	Learners pay attention to details in the listening task.	Before listeners listen a second time to a recording, set specific types of information for them to listen for. "Listen again to the tape and find out what type of relationship the speakers have."
<ul style="list-style-type: none"> Self-management 	Learners must manage their own motivation for a listening task.	Before setting up a listening task, the teacher chats with the students in the L2 so that they get their mind frame around listening to the L2.
Monitoring		
<ul style="list-style-type: none"> Comprehension monitoring 	Checking one's understanding.	The teacher sets up a task that requires listeners to understand one part of the task at a time. They monitor in stages so that the final part is easily understood.
<ul style="list-style-type: none"> Auditory monitoring 	Learners make decisions as to whether something sounds "right" or not.	The teacher asks learners to use the L1 to determine their perception of spoken text. For example, the teacher asks learners to listen to a tape and decide how the characters feel; then students check with one another in their L1.
<ul style="list-style-type: none"> Double-check monitoring 	Checking one's monitoring across the task.	At the end of a task, the teacher asks learners to review their previous knowledge about the speakers and make any changes to their

		perception of what the message is about.
Evaluation		
<ul style="list-style-type: none"> • Performance evaluation 	Learners judge how well they perform a task.	The teacher can use a variety of techniques to get students to judge their individual performance. For instance: "Raise your hand if you think that you understood 100%, 75%, 50%."
<ul style="list-style-type: none"> • Problem identification 	Learners decide what problems still exist preventing them from completing the task successfully.	After completing a listening task, the teacher asks students to identify any part of the text that was difficult to comprehend.

Note. From "Second language listening" by J. Flowerdew and L. Miller, 2005, p.73-74.

Table 2

Cognitive strategies

Inferencing	Focus on the Learner	Focus on the Teacher
Strategy		
<ul style="list-style-type: none"> • Linguistic inferencing 	Guessing the meaning of unknown words by linking them to known words.	Before a listening task, the teacher writes some difficult vocabulary on the board so as to draw attention to these words. The teacher then plays the tape and asks students to listen for the new vocabulary and try to guess the meaning from their understanding of the whole text.
<ul style="list-style-type: none"> • Voice inferencing 	Guessing by means of the tone of voice.	The teacher focuses the learners' attention not on what is said but on how it is said.
<ul style="list-style-type: none"> • Paralingual or kinesic inferencing 	Guessing the meaning of unknown words by referring to paralinguistic clues.	Teacher discusses with the learners how certain features of the speakers' actions in the video can help them guess the meaning of the message.
<ul style="list-style-type: none"> • Extralinguistic inferencing 	Guessing based on other clues, such as what is required in the task.	The teacher informs the learners that they will listen to a long stretch

		of speech. The teacher then writes some questions on the board to direct the learners' attention.
<ul style="list-style-type: none"> • Inferencing between parts 	Making use of certain words in the text that may not be related to the task to get more information about the task.	The teacher points out that the information at the beginning of the text will help the learners understand the later sections of the text.
Elaboration		
<ul style="list-style-type: none"> • Personal elaboration 	Learners use prior personal experience to comprehend the task.	At the beginning of a lesson, the teacher asks learners to talk about any experiences they have had that relate to the topic.
<ul style="list-style-type: none"> • World elaboration 	Learners use their world knowledge to comprehend the task.	At the beginning of the lesson, the teacher activates the learners' schemata on certain topics by asking general questions about a topic.
<ul style="list-style-type: none"> • Academic elaboration 	Learners use knowledge gained during their formal learning experiences.	During a listening task, the teacher can ask learners if they have encountered similar experiences in other disciplines, such as knowledge of countries in their geography lessons.
<ul style="list-style-type: none"> • Questioning elaboration 	Learners question themselves about what they do know, and what they do not know about a topic.	The teacher sets up brainstorming sessions before, during, or after a listening task for learners to question themselves about what they know about the situation.
<ul style="list-style-type: none"> • Creative elaboration 	Learners try to adapt what they hear to make the story more interesting to themselves.	The teacher has learners brainstorm different endings of a story and then listen for the real ending.
<ul style="list-style-type: none"> • Imagery 	Learners use mental imagery to create a picture of what is happening.	The teacher asks learners to keep their eyes closed while listening to a story and try to picture what is happening.
<ul style="list-style-type: none"> • Summarization 	Learners make a mental or written summary of what they hear.	The teacher asks the learners to give an oral summary to each other, or to write one sentence to summarize what they have listened to.

<ul style="list-style-type: none"> • Translation 	<p>Learners translate from the first language verbatim what they hear in the second language.</p>	<p>The teacher asks learners to talk with each other in the L1 and try to translate what they have listened to. Or, if the teacher is bilingual, the learners can translate what they heard for the teacher to check.</p>
<ul style="list-style-type: none"> • Transfer 	<p>Learners use knowledge about their first language to facilitate listening to the second language.</p>	<p>The teacher could draw students' attention to words in the L2 that are similar to words in the L1.</p>
<ul style="list-style-type: none"> • Repetition 	<p>Learners repeat words they listen to so that they become familiar with the sounds.</p>	<p>The teacher sets up a shadow listening task. In this task, the learners look at the text while listening to a story. While listening, they read the text quietly to themselves.</p>
<ul style="list-style-type: none"> • Resourcing 	<p>Learners use any resources to aid them in their understanding (e.g., dictionaries, diagrams, notes, peers).</p>	<p>When appropriate, the teacher focuses the learners' attention on artifacts that will help them understand the task. For instance, "Look at the diagram before you listen to the story."</p>
<ul style="list-style-type: none"> • Grouping 	<p>Learners group words together based on common attributes.</p>	<p>The teacher activates the learners' schemata on certain areas so that they are aware that the information they hear will have something in common with their previous knowledge.</p>
<ul style="list-style-type: none"> • Note taking 	<p>Learners write notes as they follow some spoken text.</p>	<p>The teacher assists the learners in making notes that will help them comprehend the message. These notes can be in skeleton form or free form.</p>
<ul style="list-style-type: none"> • Deduction/Induction 	<p>Learners apply rules they have learned or have developed themselves to follow a text.</p>	<p>The teacher either explains the rules of a particular part of speech or has learners guess what the rules are by listening to a text.</p>
<ul style="list-style-type: none"> • Substitution 	<p>Learners substitute words they know to fill in gaps in their listening to see if their overall comprehension makes sense.</p>	<p>The teacher asks students to give a variety of words or expressions to compensate for certain parts of the text they listen to. For instance, "The man said 'Could you close the door?' What else could he have said?"</p>

Note. From "Second language listening" by J. Flowerdew and L. Miller, 2005, p.75-78.

Table 3

Socioaffective strategies

Strategy	Focus on the Learner	Focus on the Teacher
<ul style="list-style-type: none">• Questioning for clarification	Learners find out more about the text by asking questions.	The teacher gets learners to ask questions related to the task before, during, or after their listening to a text.
<ul style="list-style-type: none">• Cooperation	Learners work together to pool their comprehension.	The teacher asks learners to work in pairs or groups to discuss what they heard, and find out from each other what they understand about the text.
<ul style="list-style-type: none">• Lowering anxiety	Learners try to relax before listening to the message.	The teacher has the learners close their eyes for one minute before beginning the listening task and asks them to think of something that makes them feel happy.
<ul style="list-style-type: none">• Self-encouragement	Learners develop a positive attitude toward the task and believe that it is possible for them to understand what they will hear.	The teacher asks the learners to set themselves a personal standard for the listening task. For example, "If you only understand 20% of the text, that's OK."
<ul style="list-style-type: none">• Taking emotional temperature	Learners realize that sometimes they will not feel happy about listening in a second language.	The teacher asks learners to keep a journal about how they feel during their listening tasks. These journals can be private, so that no one else will read them, or they may be open for the teacher and/or learners to read and comment on.

Note. From "Second language listening" by J. Flowerdew and L. Miller, 2005, p.78-79.

Field (2009), on the other hand, focuses on communication strategies. That is, the ways in which learners deal with unexpected problems of understanding. He categorizes strategies according to the listener's response to communication breakdowns based on a classification made by Corder (1983) and Faerch and Kasper (1983). These strategies are:

1. **Avoidance strategies:** To elude the communication problem and continue with the information that is available.

2. **Achievement strategies:** To attempt to solve communication problems and construct meaning with the decoded information.
3. **Repair strategies:** The listener asks his/her interlocutor for help or clarification.

These three categories, also known as ‘compensatory or reactive strategies’ correspond to what O’Malley and Chamot grouped as ‘cognitive’ and ‘social-affective’. However, in Corder, Faerch and Kasper’s model, metacognition is not present. Field (2009) adds a fourth category to which he refers to as ‘*pro-active strategies*’. These focus on anticipating potential problems in understanding and attempt to minimize their impact. Unlike compensatory strategies, which function in an event of communication breakdown, pro-active strategies use the element of pre-planning, thus preparing the listener to what he/she expects to listen in a recording. It is important to highlight that these strategies are especially useful in a context of a classroom lesson. Field (2009) expresses that they are relevant in circumstances where listening is non-participatory and quite extensive.

Field (2009) also illustrates a set of examples for each category already mentioned in tables 4, 5 and 6.

Table 4

Avoidance and achievement strategies

Avoidance strategies	
1. Message abandonment	Abandon the message as unreliable.
2. Generalisation	Accept a version of the message that is not very specific.
3. Message reduction	Accept a partial message but remain aware of gaps in it.
Achievement strategies	
4. Hypothesis formation	Infer meaning, using incomplete evidence from the input.
5. Translation	Construct a message by converting words into L1.
6. Key words	Listen for words associated with the topic, paying attention to the words around them.

7. Prominence	Focus attention on words bearing sentence stress.
8. Reliability	Focus attention on lexically stressed syllables.
9. Approximation	Accept an indeterminate sense for a word (oak=some kind of tree)
10. L2 analogy	Use analogy with other words in L2
11. L1 analogy	Seek cognates in L1; work out the word's spelling by means of L2 spelling rules.
12. Similar sounding words	Accept an approximate lexical match (loosely adapted from Dörnyei and Scott, 1997)

Note. From "Listening in the language classroom" by J. Field, 2009, p.300.

Table 5

Repair strategies

Repair strategies	
1. Direct appeal for help	'I don't know what that means'
2. Indirect appeal for help	Listener signals lack of understanding
3. Request for repetition	'Sorry?' 'What was that?'
4. Request for clarification	'What do you mean?'; listener repeats utterance with rising intonation
5. Request for confirmation	'Do you mean . . .?'
6. Summary for speaker to comment on.	Paraphrase of speaker's message
7. Other checking strategies which parallel speaking strategies	Circumlocution, use of approximate words, switching into L1 (based on Dörnyei and Scott, 1997, with additions)

Note. From "Listening in the language classroom" by J. Field, 2009, p.300.

Table 6

Pro-active strategies for listening

Pre-listening	
1. Task evaluation	Matching the amount of strategy use to the depth of listening that is required
2. Rehearsing	Anticipating in one's head the words that a speaker might use
3. Activating appropriate schemas	Related to the topic
4. Anticipating likely issues	Forming questions in advance
During listening	
5. Counting points	Mentally numbering the main points

6. Retrieval cues	Associating a word or an image with a main point made by the speaker
Post-listening	
7. Review	Mentally rehearsing the main points made by the speaker
8. Application	Relating the main points to information from elsewhere
9. Reflection	Thinking about the angle taken by the speaker

Note. From “Listening in the language classroom” by J. Field, 2009, p.301.

As it can be seen in these tables, there is a considerable amount of strategies that can be useful for teachers when planning and teaching a listening lesson. In our experience, though, very few of these strategies are actually used in the lesson and if teachers use them, they are not focused on listening comprehension but rather focused on supporting grammatical content.

2.1.5. The importance of Metacognition

We have already mentioned the most prominent categorization of learning strategies, which can be applied in a listening context. Studies have proven that, in general, learning strategies help learners to improve and manage their own learning (Tinajero, Lemos, Araújo, Ferraces and Páramo, 2012; Jabbari and Sadeghi, 2014). Nevertheless, there has been an increasing tendency to focus on metacognitive strategies (Lynch and Mendelsohn, 2010) and the benefits these can grant to learners.

Metacognitive development has been defined as:

“conscious development in one’s metacognitive abilities, such as the move to greater knowledge, awareness and control of one’s learning, selecting strategies, monitoring the progress of learning, correcting errors, analyzing the effectiveness of learning strategies, and changing learning behaviors and strategies when necessary” (Ridley et. al., 1992; cited in Coşkun, 2010)

Based on this definition, it is paramount to admit the necessity of teaching learners how to be aware of their processes and how to manage their own learning.

Many authors have highlighted the benefits of teaching learners the existence and importance of metacognitive strategies. According to Anderson (1991), they are the most essential type of strategy in developing a learner's skills (Anderson, 1991). Likewise, Hauck (2005) states that learners who have developed metacognitive awareness about their learning are more likely to become autonomous language learners.

Metacognitive strategy use also determines the difference between effective and ineffective listeners. While Field (2009) confirms the existence of evidence showing that listeners that have been made aware of strategies perform better than the ones who have not, O'Malley et al. (1985) state that learners who do not use metacognitive strategies do not have the ability to monitor their progress, accomplishments or the direction of their future learning.

To add more, metacognitive strategy development has been proven to have positive effects on learner motivation and confidence. Goh (2008) states that metacognitive strategy training improves student's confidence and decreases the level of anxiety when facing a listening activity. Feedback from learners who have been trained in using these strategies confirm their usefulness and it supports the idea of integrating strategy training into language learning programs. They report to be more confident and able to extract more information from the L2 than they might otherwise (Field, 2009).

Based on our observation, we can say that there is not an emphasis in training students on metacognitive strategies, nor is there any program focused on teaching instructors how to manage or teach this type of strategy. Even though in the National curriculum there are some activities that can be identified as connected to metacognitive strategies, such as making predictions, listening for specific information and confirm predictions, there is no guidance for teachers on how to use them, nor are they defined as metacognitive strategies. One observation we can add is that there are no suggestions on how to make students evaluate and manage their own learning.

Two of the main objections to including strategy training in second language learning programs are, first, the lack of time, and second, the belief that students, especially the most motivated, transfer these strategies automatically from their L1 to L2 (Field, 2009). However, Mendelsohn (1994) confirms, based on his experience, that many of the strategies used in L1 are not automatically transferred to a second language context. This can cause frustration among learners when they see little progress in their listening abilities. Training in listening strategies can make them aware of each advance they make, thus enhancing their motivation to continue learning.

Inside public Chilean classrooms, we have seen the lack of motivation students have towards learning a foreign language. This problem has consequences in the development of all the skills, especially when they are exposed to incomprehensible input. However, when students are presented with comprehensible input and also meaningful to them, there is a noticeable change in the majority of the class, who get motivated when they can understand, not necessarily the whole text but part of the general meaning of the message. The more they feel identified with the material, topic and input they receive, the more participation and motivation is perceived.

2.1.6. How to teach listening strategies

According to Field (2009) there are two ways in which a teacher can introduce listening strategies to learners and encourage their use:

- Raising awareness of the existence of learning strategies and their value upon communicative goals.

In a listening context, students can be asked to reflect upon their performance in a listening task making them aware of the processes they make.

This could make a big difference in the performance of many Chilean students because they would be able to make their own choices of the strategies they use and would know which ones serve them the best and which ones are not suitable for a specific task and change their approaches. We believe that

students should take more responsibility about their learning and be autonomous in their management of the methods and strategies they choose.

Vandergrift (2006) developed a Metacognitive Awareness Listening Questionnaire (MALQ), aimed to raise student's awareness of the processes of listening and enhance the self-regulation of strategy use. This can be of great help both for learners and teachers, who could use the information to adapt or improve their teaching methods to enhance their students learning strategy use and to evaluate if they are using them effectively, due to the fact that teachers usually do not know how their students learn, which can also be a consequence of having classes with too many students.

- Explicitly teaching specific strategies and how to use them for a specific task. This is also called 'direct' instruction.

It is characterized by the presentation and explanation of individual listening strategies, which are modeled by the instructor and practiced in controlled tasks.

Nevertheless, to do this type of strategy teaching, it is necessary for the teacher to find texts that are suitable for each strategy to be taught and easy enough so that students can associate problem and strategy use (Field, 2009).

2.2. Classroom Management

Classroom Management is a set of skills which all teachers have to know and apply in order to make every lesson as effective as possible. The difference between an effective teacher and a less effective teacher is determined by the choices made. The impact a teacher can have in their student, is measured by their achievements.

Although there is no fixed judgement to create a positive learning environment, there is a set of proposals to take into account that can contribute to the teacher's decision-making. In fact, classroom management is the first concern of a teacher when working in a classroom. Evertson and Weinstrin (2006) explain that classroom management has two goals: creating an environment for academic learning and creating an environment for social-emotional learning (Garrett, 2014).

It has been observed that effective teachers —those who have fewer discipline problems in the classroom— spend a good deal of time on planning (Brown 1998), take into account diversity as well as the preference of individual learning styles (Daniels, Bizar, and Zemelman, 2001; Dunn and Dunn, 1993; Sleeter and Grant, 2003), provide activities that get students to begin work immediately and ensure there is sufficient amount of work that will have students working the entire period (Ornstein and Lasley, 2004); and are consistent in classroom management techniques with “. . . a healthy balance between rewards and punishment” (Miller, Ferguson, and Simpson 1998). In regards to past investigations about this topic in Chile, it was not possible to find any related research that provides information about it.

According to Garret (2014), there are some key areas to consider in a classroom management model:

- Organizing physical design of the classroom
- Establishing rules
- Schedule
- Developing caring relationships

2.2.1. Organizing physical design of the Classroom

The actual arrangement of the classroom directly impacts classroom instruction and interactions. Consequently, teachers should strategically plan seating arrangements, foreseeing the more favorable seating arrangement considering student's behavioral characteristics and/or learning needs.

In relation to a language learning lesson, the physical arrangement of the class should be organized in order to promote students interaction amongst them by setting a student-centered classroom, which means that student desks are not usually facing the front of the classroom, but facing each other. In particular, in listening activities, learners can be encouraged to share their interpretations of a listening passage with those next to them. This would help changing the isolation of listening activities, giving them a more interactive approach. The idea is that students compare and discuss their answers and by mutual agreement reach a correct answer. Students, then, listen again to the text and check their answers.

2.2.1.2. Establishing Rules.

Engaging students in classroom rules helps teachers manage students' behavior in order for teachers to delivery to good effect the contents. Therefore, it is necessary for students to understand what is expected of them during the lesson. An appropriate behavior and good attitude to learning is crucial for all learning experience since it grants learners with discipline and focus.

2.2.1.3. Schedule

According to Banks (2014), the length of the activity should reflect the student's abilities. Teachers should take into consideration the attention span of the students. Diverse authors have revealed that elementary students can be expected to have an attention span of 20 -30 minutes. Secondary students can be expected to have an attention span of 30-40 minutes. Therefore, we can suggest that the audio text in listening activities should not be prolonged in order to give students the time

to complete the task. This will ensure that the students will be able to understand the contents given and accomplish the task.

2.2.1.4. Developing Caring Relationships

Relationships between teachers and students contribute to the classroom environment (Manitoba Education, 2011). Therefore, it is important for teachers to endorse a positive relationship with students in view of providing them with confidence, motivation and a good attitude towards learning.

2.2.2. Large Classes

Nowadays, it is more common to see large classes due to wide access to education and government educational budget. Chilean classrooms are no exception - public and semi-private schools have an average of 35 to 45 students, which, in an EFL classroom, may present difficulties for teachers to monitor and evaluate the development of the students' English skills.

There is no established definition of a large class. In general, most statements converge in one point: a large class is determined by the perception of each teacher to reach the class objective. As Maringe and Sing (2014) mentioned, "we define large class size as any class where the number of students pose both perceived and real challenges in the delivery of quality and equal learning opportunities to all students in that class". Baker and Westrup (2000) state that "a class is large if the teacher feels that they have too many students for them all to make progress in English". In the Chilean classroom context, mostly in public and semi-private schools, a large class is characterized by having in average forty students all in charge of one teacher.

According to Baker and Westrup (2000), representative elements that define a large class are:

1. Desks and chairs are fixed or difficult to move. This leaves little space for the teachers and students to move around, decreasing the possibilities of interaction amongst them.

2. Students sit close together in rows.
3. There is little space for teachers to move around the classroom
4. There are not enough textbooks for all students.
5. Other teaching resources are limited. In Chile it is not rare to see teachers financing teaching resources such as worksheet copies and speakers in order to provide better teaching conditions in their lessons.

These characteristics, which are usual in the Chilean context, may contribute to behavior and attitudinal problems inside the classroom, making the task of the teacher double in difficulty. On average in OECD (Organisation for Economic Co-operation and Development) countries, the availability of teaching resources relative to the number of students in secondary education is more favorable in private than in public institutions (OECD, 2011).

Based on these conditions, educators and students can meet the following challenges that can interrupt the performance of listening activities in the classroom:

- Students may present difficulty hearing the teacher and recordings because of the noise level. These conditions may disrupt the classroom environment, and therefore slow down the learning process of the students. As a result, the teacher must make an extra effort to raise her/his voice or the volume of the speakers in order to be heard by the students.
- Time for planning is an important aspect in teaching, which can be time-consuming, especially when it comes to assessing large classes. In Chile the amount of time each teacher has to prepare the lesson is limited. Therefore, they are likely to repeat the same type of activities and most times base their teaching approach on grammar-based lessons, because there seems to be a misconception of the students' needs to learn a language.
- Teachers have a hard time keeping students' attention. It is not unusual to observe that the class size affects the abilities of teachers to maintain a

positive learning environment, altering the academic performance of the students.

Teachers and students are the main characters who participate in the class context, both having clear and decisive roles to play in the acquisition of knowledge. Still, when the classroom environment is built on suitable conditions with a suitable number of students, the performance of teachers and students is improved. Students feel that they are considered, their attitude towards the lesson is more confident and positive because they know that the expectations of the teacher are high. Besides, teachers feel less troubled with managing a large number of students and, therefore, they are more focused on guiding and assessing students' learning process with success.

2.2.3. Teaching language to large classes

Teaching language in a classroom has its own challenges when it comes to teaching in a large class. A questionnaire of the Lancaster-Leeds research group (LoCastro, 2001) stated a list of pedagogical problems associated to class size and language learning:

- There are more difficulties in carrying out speaking, reading, writing and listening tasks.
- There are difficulties in monitoring work and giving feedback.
- Problems with individualizing work are present throughout the lesson.
- Difficulties in setting up communicative tasks, such as speaking and listening are noticeable in class management.
- There is a tendency to avoid activities that are demanding to implement, such as speaking and listening.

2.3. Material development

The use of materials to enhance and facilitate the learning process in the classroom is a very relevant and decisive topic when it comes to design a course, due to the importance and influence that the materials can have on the learning process of the students. According to Tomlinson (2012), materials in second language learning are “anything which is used by teachers or learners to facilitate the learning of a language”, covering from the typical coursebook given by the education authorities to the worksheets and material created by the teacher, and any other type of input either authentic or artificial to enhance the learning experience, such as videos, DVDs, e-mails, grammar books, newspapers, photographs, food packages or even a theater presentation. In other words, they can be “anything which is deliberately used to increase the learner’s knowledge and/or experience of the language” (Tomlison, 2012).

2.3.1. Types of Material

Given this broad definition of materials and also due to the large amount of elements that can be considered as “teaching material”, Tomlison (2012) proposes 4 different kinds of materials:

- *Instructional materials*, the ones that inform learners about the language, such as a grammar book.
- *Experiential material*, which provides exposure to the language in use, such as a magazine.
- *Elicitative material*, that stimulates language use, for instance, a dialogue.
- *Exploratory material*, which facilitates discoveries about language use, such as a video.

In Chilean schools, teachers and educational authorities have a noticeable preference for instructional material. The use of a coursebook to lead each lesson is a very common trend that is most times complemented with elicitive material. Nevertheless, the use of exploratory material, such as a video about the topic of the

unit, is still in its early phases in Chilean classrooms and finding teachers who actively use exploratory material in public schools is a huge challenge.

Moreover, one of the most distinctive classifications is *authentic* versus *artificial* or *teaching material*. According to Porter, McDonough and Shaw (1995), authenticity can be described as “a term which loosely implies as close an approximation possible to the world outside the classroom, in the selection of language material and of the activities and methods used for practice in the classroom.” A more simplified and straightforward definition is proposed by Morrow (1977), claiming that authentic materials contain “real language, produced by a real speaker or writer for a real audience and designed to convey a real message of some sort”. Further on, authentic materials are materials produced 'to fulfill some social purpose in the language community' (Little, Devitt, and Singleton, 1989), that is, materials not produced exclusively for second language learners.

As Philips and Shettlesworth (1978), Clarke (1989) and Peacock (1997) mention, “authentic materials bring reality into the class and have various advantages, e.g. motivation, cultural awareness, giving real exposure, creative teaching” (Richards, 2001). Authentic material provides authentic input of the target language.

Our experience, not only as teachers in practice but also as former school students, showed us that the authentic materials most commonly selected by Chilean teachers in classrooms are songs, which are mostly used to cover grammatical structures via repetition or specific vocabulary related to a topic while at the same time reinforce pronunciation. The second most commonly used by Chilean teachers are videos and short clips of movies. The use of magazines, food or brochures is less common due to access difficulty. However, as a consequence of the internet expansion, these types of materials are getting easier to obtain and to work with in class.

On the other hand, *artificial material*, also referred to as *teaching material*, is defined as any kind of material created specifically for learning purposes. The control

of grammar structures and vocabulary within the text as well as the use of tone, rhythm, intonation and accent, are advantages of artificial material to be considered. One of the drawbacks of artificial material is the lack of realistic characteristics of everyday speech. “The danger with this kind of approach is that students learning from materials that are devoid of the real life difficulties of speech will not be prepared for any interactional discourse s/he may want to carry out in the country of the L2” (Meinardi, 2009).

Artificial material is very popular in Chilean classrooms due to the easy access teachers have nowadays to obtain it on internet. Websites to find and share resources created by teachers, such as *busyteacher.org*, are becoming more popular not only in Chile, but also in other countries. At the same time, the control of grammar and vocabulary that teachers have over the material to be selected is very convenient when teachers are working with beginner or low-level students.

2.3.2. Authentic versus Teaching Material in Listening activities

It has been shown that materials used by teachers can be authentic or artificial. However, what are the characteristics, advantages and disadvantages of each type of material, regarding listening activities?

Lingzhu and Yuanyuan (2010) analyzed authentic listening material and mentioned the following advantages:

1. *Exposing students to the real language*: Compared to artificial or teaching material, authentic listening material presents the learners real life language and all the features in it, such as accent, connected speech, elision, intonation, different dialects and so on. These aspects of a listening text can difficult the process of comprehension in the first stages, but in the long term, will help students to grasp what real language sounds like.
2. *Stimulating students' motivation*: Authentic listening material, which is relevant to students' preferences and relevant to their personal experience, is usually appealing to them. This makes it easier to get students' interest and stimulate their imagination. Nevertheless, this could not be the case in

regards to artificial material because the adjustments made by the teacher when creating and adapting the material to the students' level might restrict or cut out such aspects in order to bring a closer approach to the learning necessities of the student.

3. *Accumulating students' knowledge*: Authentic material covers almost every field of human life. Therefore, the use of those materials provides learners opportunities to get universal knowledge. Although non-authentic material can also cover any kind of topic, the use of real life text and audio, for example a piece of news aired on TV, conveys more genuine, honest and real content for the students.

Similarly, Murdoch (1999) highlights the importance of stimulating students and exposing them to real texts by stating that “the use of authentic text in the classroom may bring the learner and the knowledge together because the learner is lifted from the confinements of traditional and more recent methodologies to become an intricate part of the language learning process.”

Moreover, the main reason why teachers should use authentic listening material is so that “learners can come to make use of the target language in the real world, not just in the classroom” (Nihei, 2002). If the students get used to working only with teaching material, although this can attempt to mimic authentic material, it will not be sufficient for them when facing a communicational challenge in real life with a native speaker.

On the other hand, one of the drawbacks of authentic listening material is the lack of context that it can have. In words of Mishan (2004):

“(Regarding) the use of spoken authentic material, researchers warn against using spontaneous dialogue, which is by its nature intimate and specifically directed towards a particular person, making it harder to use as authentic lesson material because of its dependence on the context which prevailed during its production.”

Other difficulties of working with authentic listening material are presented by researchers such as Williams (1983), Cook (1998) and Darian (2001), all cited by Meinardi (2009), who claim that native speaker's speech bears little resemblance to the orthographic form of the language, and the level of difficulty of some texts can present adversities, especially on vocabulary and ellipsis. This can be very detrimental for beginner and intermediate students who need more guidance when they face new vocabulary and structures. It can be especially harmful when it comes to listening activities. In this case, such situation could affect students' comprehension due to the inconsistencies of the language between theory and practice.

Nevertheless, teachers should always consider the communicational aspect of the language, and although certain aspects are considered a drawback for some experts, they are undoubtedly an element always present in an authentic text. Because of this, teachers should work around them with effective activities which capitalize effectively on those aspects of language.

On the other hand, non-authentic listening material has the advantage of showing and eliciting only the structures, words or phonemes that are to be addressed and practiced during the activity. In addition, pauses after certain sentences are already incorporated to provide students with time to process the input and prepare for the following utterance. Because of these aspects, artificial material is very popular in older approaches, such as the Audiolingual Method, which "imposed carefully structured (and therefore contrived) materials and prescribed behaviours on teachers and learners" (Gilmore, 2007). Expanding the idea, Howatt (Cited by Mishan, 2003) introduces the term 'cult of materials', where 'the authority of the approach resided in the materials themselves, not in the lessons given by the teacher using them'.

The drawbacks of artificial listening material are the poor representation of real life language used outside the classroom. Crystal and Davy (1975) support this idea by arguing that there is a huge gap between artificial English and the real,

informal kind of English which is used more than any other type during a normal speaking lifetime. If teachers do not feel prepared to use authentic material due to its informal nature, they should be more familiarized with scaffolding and grading techniques to facilitate the comprehension for their students.

At the same time, finding non-authentic listening material for a specific topic, structure or phoneme is easier than finding authentic listening material due to the large amount of artificial listening material on the web shared by teachers around the globe. Nevertheless, social network web pages such as Facebook and Youtube are making authentic listening material more accessible not only for teachers, but also for the students directly.

2.3.3. Kinds of Listening Material

We already discussed the importance that the selected material has in the listening task, and how the language presented in it influences the perception students have about language. Nevertheless, the variety between authentic and non-authentic material is not the only thing to consider when selecting a suitable listening text. The availability of different technologies has facilitated the incorporation of not only audio materials, but also audio-visual material that can bring the authentic use of language into the classroom

2.3.3.1. Audio Only

Thanks to audio tapes, L2 students are able to listen to the target language as if they were talking or listening a native speaker in “the real world”. Dunkel (1986) identifies two types of audio materials that are popular among teachers and have pedagogical implications, among them we find:

1. “Pop” audiotape programs. They provide samples of natural-sounding and usually scripted conversations filled with reduced forms of speech and background sound effects. Some non-scripted audiotape programs also contain models of dialogues filled with cross-talk, affective language cues,

verbal fillers, repetitions, paraphrases and other components of authentic speech.

2. Story-line tapes, which provide the learners an audio with plot continuity and semantic signals communicated by the speakers-actors' tone, intonation and stress patterns and by background sound effects.

Intermediate and advanced audio-material can help develop listeners' metacognitive skills such as note taking and outlining; nevertheless, videos can also facilitate the development of such strategies.

One of the main advantages of audio material is the few resources that are needed in order to reproduce a text in the classroom. Most schools have a radio, and if modern technologies are effectively used by the teacher, even the students' and the teacher's phones can be used as a reproduction tool, making audio material effective and practical. On the other hand, the lack of paralinguistic cues are the main disadvantage of audio material, something in which audio-visual material excels.

2.3.3.2. Audio-Visual Material

Among the vast array of authentic and non-authentic material that can be used in ESL teaching, there is one that besides all its benefits has not been used and exploited by teachers as it should, but nevertheless, during the end of the XX century and the beginning of the XXI it has seen a rise in popularity and prominence –the use of videos to teach English as a foreign language.

The use of videos in any educational context, that means, not only in EFL but also in other subjects, has been discussed by different researchers who have highlighted their benefits and applications.

Asensio and Young (2002) highlight the inclusion of images to complement a message, introducing the concept of the “Three ‘I’s framework”: *Image, Interactivity and Integration*. These three elements help students to understand the message of a text more effectively.

At the same time, they stress the use of videos as an interactive tool that can be interlinked and complemented with other educational tools such as slides, supporting texts, discussion boards and so on, to complement the visual learning environment. Adding to this idea, Berk (2009) mentions that videos can have a strong impact on our minds and senses, eliciting the origination of feelings and emotions such as excitement, anger, laughter, fear or even boredom when watching any type of visual production. This stimulus in the students' emotions is an effective way to generate motivation to work in the class while at the same time it helps learners to control their affective filter by making them feel more confident and relaxed.

However, in order to make videos an effective tool, a good follow-up activity needs to be elaborated. In the words of Karppinen (2005):

“Simply presenting information in a stimulating and interesting digital video format will not automatically lead to in-depth learning. Teaching, studying, and learning with videos, whether analogue or digital, should be assessed using the characteristics of meaningful and good learning processes.”

According to the principles of constructivism (Duffy and Cunningham, 1996), meaningful learning is:

- active
- constructive and individual
- collaborative and conversational
- contextual
- guided
- emotionally involving and motivating.

When videos are correctly used they can effectively meet the criteria. Listed below is an analysis of each concept and how it is possible to optimize videos for effective listening.

Active learning is achieved when “learners are engaged in the learning process in a mindful processing of information, where they are responsible for the

result” (Jonassen, 1995). Videos can meet these criteria when in the task the students have to produce their own videos to be shared later with the rest of the class and make a critical analysis of the productions. Several benefits have been identified when undertaking this task, such as enhancing the motivation and engagement of the students with the subject.

Constructive and individual learning is related to the accommodation and adaptation of new ideas inside our previous knowledge, so we can create meaning and make sense of the world around us (Jonassen, 1995). This process is individual in the sense that each student has its own individual set of learning styles, strategies, interests and prior knowledge. The use of videos is based on the support of audiovisual and auditory learning styles, which in our experience is not broadly developed in the typical Chilean classroom, where more guided material is favoured, usually presented in written form.

However, this does not mean that the solely use of audiovisual material is recommended. As Alamäki and Luukkonen (2002) argued, “in effective learning processes, multiple methods and materials are used”. This means that there needs to be a balance between audiovisual and other types of materials to obtain better results and enhance the constructive learning of the students.

Collaborative and conversational learning is related, according to Jonassen (1995), to how groups based on collaborative work and knowledge facilitates exploitation of students’ skills and provides social support and modeling among themselves. This means that learning can be achieved through dialogue and social negotiation between peers. This can be achieved through the use of videos via resorting to collaboration and conversation about what is being seen, videos that have a message and are meaningful for students, who can be able to generate discussion among peers. To make the most of it, it is necessary for the teacher to know how to organize the activity task and the work groups, always having in mind the proficiency and level of the students, their likes and dislikes and the topics that are in the media.

Contextual learning deals with how the content is presented and situated in the reality the students are living, tasks need to be realistic and meaningful for the students, they need to feel that what they will do is related to their real life problems and activities, so it is easier for them to create meaning and find sense to the activity. The Cognition and Technology Group at Vanderbilt ([CTGV], 1991) support the generation of realistic learning environments that videos can create thanks to the inclusion of in-context learning organized around authentic task, often involving group discussions. At the same time, videos offer the chance of seeing the dynamics of interaction in an authentic environment. In other words, they can see authentic language and paralinguistic clues.

Guided learning deals with the way the new content is presented to the students and how the teacher participates in the process. The most effective way to do it is not focusing on what the learner needs to do but on how to do it. For this, the teacher needs to act as a supportive tutor, providing scaffolding and guidance through the activity. In the words of Karppinen (2005) “only through the active intervention of a teacher, cooperative learning becomes a meaningful instructional and learning resource”. This type of guidance can be achieved using videos only if the teacher considers several important planning issues (Karppinen, 2005): What preparation will the class need? What kind of interaction do we need? What kind of questions will I myself ask? What kind of learning tasks will I combine with the viewing of the video?

Emotionally involving and motivating learning is connected to the emotions and feelings and how they are connected with cognition, motivation and learning. (Meyer & turner, 2002; Op't Eynde, De Corte and Verschaffel, 2001; Soini, 1999; Järvelä and Niemivirta, 2001; Volet, 2001, all cited by Op't Eynde, 2001) When a student has to face an activity, their emotions perform a fundamental role in their performance: “Facing difficulties at an early stage of a problem-solving task may result in hopelessness in one student, whereas another student may feel only a bit annoyed and experience the difficulties mainly as a challenge.” (Op't Eynde, 2001) All these complications can hinder the learning process resulting in lack of learning.

On the other hand, when an activity is emotionally involving, it has reflections and feedback, offers students the possibility to experience things from different perspectives and there is collaboration and dialogue between students and teacher-student, resulting in students being more motivated to face the activity. Audiovisual materials, thanks to the multimodality of its videos, which stimulates more than one sensory stimulus at a time, are able to easily maintain interest and enjoyment.

When it comes to the use of video when teaching EFL listening, major advantages have been attributed to practice listening comprehension using audiovisual material. Arteaga, Guarín and López (2009) propose that the use of videos in the EFL classroom is effective because they “contain dialogues from highly proficient English speakers, which could contribute to an easier understanding of their pronunciation.” This means that students are exposed to authentic language coming from native speakers. This kind of input is very difficult to hear in the Chilean context due to the very few instances that people have to talk with native speakers of English, while at the same time they can train with real language.

At the same time, Miller (2003) and Harmer (2007) mention that video features non-verbal behaviour or paralinguistic features in any spoken text, which are not available in material with only audio, so learners can develop their listening skills in a richer language context. This means that listeners are able to obtain visual cues such as facial expressions or actions that can help to convey meaning and facilitate the understanding of the message while exercising listening at the same time.

Finally, Van Duzer (1997) claims that “authentic language contains hesitations, rephrasing, and variety of accents. In this way, it should not be modified or simplified to make it easier for learners’ level.” Furthermore, video materials applied in listening practice provide real situations, intonation, and real pronunciation and allow students to be exposed to a real context, as Van Duzer (1997) and Martinez (2002) reveal. This means that the kind of input that the students are listening to has all the components that real life language has, including elements

that can interfere in language comprehension just like in real life. This can be difficult for beginner students, who usually use all their concentration only to understand every word, but in the long term this will help them to shift their focus from the understanding of words to the understanding of a whole message. Eventually, this will make the listening process easier and, as a result, addressing listening activities in a more effective way.

To sum up, audio-visual material possesses all the advantages of only audio while at the same time can show paralinguistic cues that help in the comprehension of the speech. All these characteristics of the audio-visual material can facilitate the listening experience for the learners who need more help and cues to understand, which is the reality hundreds of Chilean classrooms when facing listening activities. Making videos is the ideal material to work with in listening skill development.

Choosing the correct material for a specific class is only part of the design of the lesson. Creating a meaningful task is as important as the type of material, and also pondering what elements need to be considered when selecting appropriate tasks for listening practice

2.3.4. Creating Listening Tasks

The creation of a task to perform in a classroom is presented in all subjects, being distinctive in each one. In EFL, the tasks performed by the students were traditionally divided into the different skills of the English language, being worked on separately and sometimes, without a context. Nevertheless, in recent years, that trend started to change and now it's being prioritized to create a context for each lesson. The task performed by the students should integrate the four skills together in a communicative way.

In the words of Tomlison (1998),

“Materials development is both a field of study and a practical undertaking. As a field it studies the principles and procedures of the design, implementation and evaluation of language teaching materials. As an undertaking it involves the

production, evaluation and adaptation of language teaching materials, by teachers for their own classrooms and by materials writers for sale or distribution”.

Skehan (1996) proposed three different factors to consider when talking about listening task complexity.

1. *Code complexity*: Incorporating both linguistic complexity/variety and vocabulary load/variety. The amount of different structures used in a text can be extremely influential when it comes to understanding the meaning and message of a text and, at the same time, the type of vocabulary used can also determine and modify the difficulty and influence the whole task.

Code complexity is determined by what the teacher or the school curriculum is looking to achieve, but to make the code used an efficient one, it is necessary to know the students' prior knowledge and go each time a step beyond what they know. In that way they will acquire new vocabulary which they hear in context.

2. *Cognitive complexity*: Involving cognitive processing factors such as information type and organizational structure as well as the familiarity of task topic discourse and genre. In other words, what are the topics presented for the task and how these topics are presented, at the same time considering the prior knowledge of the students and what the students are used to doing.

Cognitive complexity has to be determined by the teacher considering 2 factors: first, the knowledge and interest of the students. If a topic is interesting for the students, they will work with more attention and more effectively. The second factor is what is relevant in today's society and what is relevant for the students, topics chosen to work with have to be current with today's needs and problems of society, but at the same time, congruent with what the students are living. If these two requirements are fulfilled, the students will perceive that the content is useful for them, working better and getting better results.

3. *Communicative stress*: Referring to the logistics of task performance e.g. time pressure, nature of the prompt and number of participants. Basically, it refers to the details of how it is going to be carried out and completed by the students and what are the outcomes of completing or not completing the task. Although communicative stress is usually not seen as the most important factor, choosing the right or wrong logistics to perform a task can be very crucial for the students to achieve or not a certain task.

Most teachers believe a listening task must be performed individually, in which each learner builds its own understanding. Nonetheless, a listening activity can perfectly be performed by two or more students, giving each other mutual feedback of meaning and comprehension.

As already discussed, the listening skill itself has not given much mindfulness in regards to the creation of activities nor selection of materials. As McDonough, Shaw and Masuhara (2013) pointed out, traditionally, much classroom practice consisted on the teacher reading aloud a written text, one or more times, slowly and clearly, and then asking a number of comprehension questions about it. Overtime, listening materials were evolving and now it is common to find materials that “manipulate both language and task, and take into account a range of micro-skills: listener roles, topic and text types.”

2.3.5. Task Stages

Due to the different levels of complexity and objectives of a certain course or task, McDonough, Shaw and Masuhara (2013) proposed an optimal setting for pre-, while-, and post-activities following the principles of the communicative approach.

A. Pre- listening activities: The main role of Pre-listening activities is to establish a framework for the learner, so they can approach the listening practice with a point of reference. This kind of activities helps the learner to know beforehand what is the topic of the lesson and what content will be put into practice so they have time to think about what they already know before they go to the main task. A small

activity to introduce the topic can impact the behaviour and the mood of the students when facing a listening task. Activities in this phase include the following: A short reading passage on a similar topic, predicting ideas of the topic from the title, a word or phrase brainstorming in relation to the topic, image clues or open questions about the topic.

B. While- listening activities: These are the tasks carried out during or after listening that directly require comprehension of the spoken material. It is necessary to make a distinction between “extensive” and “intensive” listening.

Extensive listening is used to promote overall global comprehension and encourage learners not to put all the focus on comprehending every word but rather the whole message’s meaning or function. Task examples of this method are: putting pictures in a correct sequence, following directions in a map, checking off items in a photograph or completing a grid with information. As proficiency develops, task can become more language based, requiring more participation and production from the students, some examples of more complex tasks are: Predicting what comes next, inferring opinions across a whole text, constructing a coherent set of notes or answering multiple choice questions. According to Richards (1983) list of sub-skills, some of the most common sub-skills that fit in this description are: ability to recognise the stress patterns of words; ability to recognise reduced forms of words (they are-they’re); ability to recognise vocabulary use in core conversational topics; ability to detect key words (those which identify topics and propositions), ability to detect meaning expressed in different grammatical forms / sentence types and ability to predict outcomes from events described.

Intensive listening deals, on the other hand, with specific items of language, sounds, words or any kind of detail. Some examples are: Filling gaps with missing words, identifying numbers and letters, picking up particular facts or recognize exactly what someone said. According to Richards (1983), some of the most common sub- skills that fit in this description are: ability to discriminate between the distinctive sounds of the target language such as phonemes in similar word (feel-fill); ability to retain chunks of language of different lengths for short periods such as

an address or a list; ability to recognise major syntactic patterns and devices and ability to recognise grammatical word classes.

This section is the main point of the listening task. Here, students use the text presented by the teacher to perform a task. This task can be focused on comprehending the main ideas in a text to perform a task, or focus on individual items such as words or sounds to complete a given task. Both types have pros and cons, but ultimately, the choice between them has to be determined by what the teacher or institution is looking to be achieved.

Extensive listening has a communicative approach because it allows the students to use language in a meaningful way. At the same time it is possible to work individually or in groups. The main drawback is that the level and knowledge of the students optimally needs to be intermediate or advanced. On the other hand, intensive listening is useful to practice specific vocabulary and very useful in lessons where the distinction of different sounds is the main goal. This kind of activities is very effective for beginner students because of the simplicity of the task and the lack of communication in performing the task. Unfortunately, this absence of communication in the task makes it ineffective to prepare students for real life situations.

C. Post- listening activities: They are not activities by themselves, but more a stage in which learners can do follow-up work that can either be thematical, lexical, grammatical, skills developmental and so on. What characterizes a good post listening activity is its ability to show the students the use of the content they heard during the listening activity in a meaningful way. A few examples are: reading a related text, doing a roleplay or practicing pronunciation.

Although the task consists of three stages, the time teachers should spend on each stage must not be equal. Field (2009) has noticed that there is a propensity to overextend and focus a large part of lesson time the pre-listening stage. Teachers feel that a longer introduction is key to execute an effective activity without thinking about the disadvantages that it can generate, in his words:

“(Teachers) naturally feel that they wish to prepare learners adequately for a listening session; as a result they sometimes pre-teach more new vocabulary than is strictly necessary to ensure understanding. The notion of activating background information is also sometimes misapplied, leading to an extended discussion of the topic of the session, which may even anticipate much of the information contained in the listening passage”

The consequence is an over extension of the presentation of the content which will be seen in class, that in the words of Field, facilitates in a negative way the task for the student, who does not need to work to resolve the problems presented in the activity because everything was presented beforehand.

To finish, Field (2009) states that another negative impact that this over extension is the reduction of time available to listen to the upcoming passage and the multiple replays that students probably need. As a result, it leaves less time for the students to process the information and to work on the activity.

Learners Participation

Another factor to consider is learners' participation. When planning a listening activity, teachers have to consider which the role of the student is when working on that activity. As it was mentioned, older and more traditional approaches were focused on grammar and memorization, activities where students had a very passive role inside the classroom, this was also reflected in the task they were assigned to do in class. This kind of activity can be effective with beginner students who have little or no knowledge of the language, overall a mechanical work does not reflect the real use of a language and end up creating an illusion of learning but when it comes to use the language, the learner is not capable of fulfilling the process of communication. As stated by Murdoch (1999), traditional teaching mainly consisted of teaching patterns and excluded the learner from being involved in the learning process.

Over the years, new methods and ideas have been getting more prevalent when creating tasks and using recordings or texts. The use of texts does not have

to be completely controlled, and what is looking to be achieved not necessarily has to be related with a student completing a specific task, but rather that student getting as much new vocabulary and grammar from a text and applying it in a meaningful context. Murdoch (1999) mentions that “learners that are restricted to a study of language presented by teachers or text materials may miss important aspects of the language not mentioned by material writers”.

For this reason, new activities should not be focused on acquiring specific words or practicing specific grammatical structures, but rather presenting a vast array of vocabulary and different structures in context for the learners to hear, practice and acquire by observing the use and context, because “ultimately, what is learned is controlled by the learner and not the teacher, not the textbooks, not the syllabus” (Ellis and Hedge, 1993).

2.3.6. Task Difficulty

Whenever a task is being designed, one main focus that teachers have to consider is the difficulty of the task students will have to perform. It is safe to say that the task students need to perform has to be on the same level as the student’s knowledge and abilities.

Nevertheless, to know exactly what students need to be able to accomplish, a specific task is not easy to detect, and going deeper, even knowing exactly what a specific task is measuring is not easy to find out. In the words of Field (2009), “it is extremely difficult to assess the cognitive and linguistic demands that a particular task makes.” The only way to address this issue is by knowing better what the students are able to do and what activities present more challenge for them. Field’s idea is that each student is an individual with his or her own abilities and own experience when hearing and using the L2, so a task that was easy for one student can be more challenging for another with the same context and background knowledge.

A strategy that teachers can consider in order to use the material they have without having to search for new material or different activities is “grade the demands

placed upon the learner by the task” (Field, 2009). When you have an authentic material with different rhythms and accents to work in a class with beginners, it is not necessary to change the text, but better to create an easy activity for the students, such as, for example, to ask them to report how many times a certain word occurred or what is the context of the conversation.

Field suggests that the depth of attention which a task requires might provide an indication of what the listener could achieve. The following table, which follows Urquhart and Weir’s idea in distinguishing whether the listener’s focus of interest is local or global, suggests broad guidelines to consider when planning an activity.

The criteria used to group and list the activities are based on their difficulty, which means that scaffolding should be used by the teachers from the easier activities into the more challenging ones in order for students to have the tools to achieve the listening task.

Table 7

Types of listening as determined by listener’s focus

	Global	Local
Shallow attentional focus	<p>Skimming (listening generally) to establish discourse topic and main ideas.</p> <p><i>‘What is it about?’</i></p> <p>e.g. TV channel hopping, TV advertisements,</p> <p>eavesdropping</p> <p>Phatic communion</p> <p><i>‘What are the speaker’s intentions?’</i></p> <p>e.g. greetings</p>	<p>Unfocused scanning to locate information relevant to the listener.</p> <p><i>‘Does the speaker mention anything of interest to me?’</i></p> <p>e.g. news headlines</p>
Medium attentional focus	<p>Listening for plot; listening to commentary</p> <p><i>‘What happened next?’</i></p> <p>e.g. film/TV drama, TV/radio interview</p>	<p>Focused scanning to locate one area of information needed by the listener.</p> <p><i>‘When will the speaker mention X?’</i></p> <p>e.g. airport announcement, weather forecast</p>

	<p>Conversational listening</p> <p><i>'What is the speaker's message?'</i></p> <p>e.g. everyday chat</p> <p>Information exchange</p> <p><i>'How much do I need to know?'</i></p> <p>e.g. tour guide</p>	<p>Search listening to locate and understand information relevant to predetermined needs.</p> <p><i>'What is the answer to these questions?'</i></p> <p>e.g. hotel/travel information</p> <p>Message listening</p> <p><i>'How many details do I need to retain?'</i></p> <p>e.g. answerphone</p>
<p>Deep attentional focus</p>	<p>Close listening to establish the speaker's main points and to trace connections between them.</p> <p><i>'What is important?'</i></p> <p>e.g. lecture listening</p>	<p>Close listening to record in depth the speaker's main points and supporting detail.</p> <p><i>'I assume that everything is relevant.'</i></p> <p>e.g. negotiation</p>
<p>Very deep attentional focus</p>	<p>Listening to check critical facts</p> <p><i>'Is this consistent?'</i></p> <p>e.g. witness evidence</p>	<p>Listening to vital instructions</p> <p><i>'I assume that everything is important.'</i></p> <p>e.g. street directions</p> <p>Listening to the form of words</p> <p><i>'What precisely did he say?'</i></p> <p>e.g. listening to quote somebody</p>

All the information presented above is essential for the creation of good materials and effective listening lessons. At the same time, we already discussed the importance of listening to acquire language. Nevertheless, we have seen that listening is a skill relegated by teachers. Because of this, we decided to collect information in schools in the area of Concepción to see what problems teachers face and what they need to create effective listening activities.

Chapter III

Research Design



3.1. Research Methodology

This study uses the principles of qualitative research. It is descriptive research, and uses interviews as the main data collection method.

Maccay (2005) defines qualitative research as “a research that is based on descriptive data that does not make (regular) use of statistical procedures”, and this is exactly the main aim of this study – to collect data about the practice of Chilean teachers of English when it comes to the development of listening skills, in order to create teaching materials that meet their needs. Moreover, a qualitative approach has been chosen because it allows a more intensive research with fewer participants. Hernández and Fernández (2010) describe the goal of the qualitative method as to describe, comprehend and interpret the phenomena through the perceptions and meanings given by the participants’ experiences.

3.2. Research Question

What are the main problems that teachers have to cope with when developing listening skills in first and second year high school in the province of Concepción?

3.3. General Objective

- To design a series of activities to develop listening skills in first and second year high school.

3.4. Specific Objectives

- To describe listening skill development practices used by teachers of English in first and second year high school, in the province of Concepción.
- To design listening practice teaching materials that integrate explicit strategy training.

3.5. Population

The population of this study was Chilean EFL teachers who are either currently teaching first and second year High School or have had experience working in those levels, in public and semi-private High Schools.

3.6. Sample

The study subjects are 5 EFL teachers. There was one teacher from a semi-private high school and 4 teachers from different public high schools of the area of Concepción, Chile. The number of teachers to be interviewed was chosen arbitrarily, meaning that there was no detailed analysis for a representative sample, since the objective of the study is to design a series of activities in order to develop listening skills in EFL lessons. In fact, we were not aiming to list and classify all the difficulties teachers have to face. Our objective was to identify some common issues and propose ideas to solve them.

The teachers were requested to participate voluntarily in the research. All teachers answered the eight questions of the interview; therefore, the 5 teachers are part of the sample.

All the interviewees are graduates from Chilean universities that belong to Consejo de Rectores de las Universidades Chilenas (CRUCH). Moreover, they are non-native English speakers and speak Spanish as their mother tongue. Three teachers have an average teaching experience of 4 years. One teacher has 16 years of experience and another teacher has 28 years of experience.

Moreover, to know better what the Ministry of Education provides to teachers, we also interviewed the director of the program *Inglés Abre Puertas* to obtain specific information.

3.7. Data Collection

The method selected to gather the information needed for the purpose of this research was an *in-depth interview*. According to Boyce and Neal (2006), “in-depth interviewing is a qualitative research technique that involves conducting intensive

individual interviews with a small number of respondents to explore their perspectives on a particular idea, program, or situation.”

Janesick (1998) believes that in the interview, through questions and answers, interviewer and participants can together build meaning to a particular topic.

The reason why this particular method was chosen was because we believe that a face-to-face conversation is more meaningful for both participants and researchers. Each question can be explored and answered in detail since there are no rigid structures to be followed, even though there is a set of questions previously designed. Besides, the interviewees can feel free to express themselves, which creates more opportunities to obtain relevant information. In the same way, the interview was conducted in Spanish because we believe that it would create more possibilities for the teachers to express themselves better in order to gather a greater quantity of information.

3.8. Procedure

The first phase of our research was to create a set of questions for the teacher’s interview. 8 questions were written in order to fulfil the purpose of the study. Nevertheless, since we perform a semi-structured interview, we were able to ask follow-up questions to get more information about a certain topic . After completing the set of questions, a pilot interview was carried out to detect possible errors in the wording of the questions that could lead to misunderstanding and to examine the type of information teachers provide when answering the questions. To validate the questions and prove that they were clear and easy to understand by the teachers, three teachers were asked to submit comments in writing on the scheme/design of the interview, this scheme can be found on appendix A

Once the corrections were made and validated, 5 teachers were asked to participate in the study. The interviews were conducted in a period of 2 weeks. Each teacher was provided with a personal information form that collects information about professional career facts. All the interviews were audio-recorded and transcribed.

Regarding the interview performed to the head of Inglés abre puertas program in Concepción, we aimed to collect information related to what tools the program gives teachers and if they have special programs related to listening activities or the use of strategies.

3.9. Limitations

Every research has a set of features that influence the interpretation of the findings. They are usually related to generalizability, application and utility. Qualitative research, for instance, usually involves a small number of participants, which can influence some readers to not take seriously the results of the investigation. In order to solve this, it is important that the methodology used in the study is coherent and that the interviewer and the interviewee share the same willingness to cooperate in order to get reliable information.

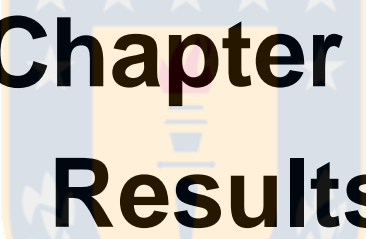
Another limitation taken into account in this research is the size of the sample, which does not represent the total number of teachers working in Concepción province. As a consequence, it is not possible to state that the conclusions given by this study represent the methodology used by most teachers in the region nor describe their problems when performing a listening activity in their classrooms. Nevertheless, as the main aim of this study is to design teaching material, it is essential to explain that this is meant to be used in as many contexts as possible, regardless of their similarities to the experiences of our interviewees. In other words, the teaching material created can be readapted according to the needs and criteria of any teacher.

Secondly, the method used in this study to gather information was the in-depth interview, which relies purely on the testimony of the teachers, which in some cases might differ from the reality inside their classrooms. In addition, Mackey (2005) mentions the halo effect, which “refers to what happens when interviewees pick up cues from the researcher related to what they think the researcher wants them to say, thus potentially influencing their responses”. Nonetheless, some preventive

measures are intended to reduce the chain reaction (Fernández et al, 2010), two of which were implemented:

1. Do not induce any response or behaviour of the participants by asking questions that are equally acceptable in view to prevent socially preferable answers.
2. Achieve the participants to tell their experience and point of view, without judging or criticizing.



The background features a large, semi-transparent watermark of a university crest. The crest is shield-shaped with a blue border. Inside, there are five white stars in a horizontal row at the top. Below the stars is a yellow shield containing a blue lamp of knowledge. The entire crest is surrounded by a laurel wreath.

Chapter IV

Results

In this chapter we will present the results gathered from the interview of five teachers from different education establishments in the city of Concepción and the Regional Director of the “Inglés Abre Puertas” program.

The following results are presented according to the sequence of questions asked to the respondents.

4.1. Frequency of listening activities: How often do you carry out listening comprehension activities in 1st and second year?

4 out of 5 teachers mentioned that they perform listening activities at least twice a month, except for one teacher who performs listening activities once a month. Although attempts are made to carry out listening activities twice a month, they expressed that due to time management problems it is not always possible to do it. In the words of one of the teachers, “una razón es el tiempo y también hay muchas actividades extra programáticas que nos sacan de la planificación”.

4.2 Material sources: What are the main teaching material resources that you use for listening comprehension activities? Why do you prefer those sources?

The book provided by the Ministry of Education is used by three out of five teachers. However, activities are usually adapted to the reality of the students. The results show that two of the teachers consider that the activities available in the book delivered by the Ministry of Education are frequently too difficult to the actual level of English of their students. One of the teachers states that “en primero medio en verdad es que no los utilizo mucho (los audios) porque encuentro que el vocabulario es avanzado para los niños y hay audios muy extensos.” In addition, online resources such as songs and free materials online are also very popular among teachers, who use them to complement the units and the activities suggested by the coursebook, according to all five of them. Citing one of the teachers, “en internet voy sacando ya sea los diálogos, las canciones”. Another teacher mentioned that “lo otro que le damos énfasis es utilizar canciones que tengan un ritmo fácil de escuchar con un nivel no tan difícil...”

4.3 Classroom arrangement: How is the sitting arrangement in the classroom? Does it change during the listening activities?

Due to time restraints and the amount of students per classroom, most of listening activities are performed without making any changes to the pre-established seating arrangement. Citing one of the teachers, “las salas son chicas, tenemos 36 a 38 alumnos por sala, no podemos disponer de la sala como queremos” Two of the interviewed teachers mentioned that a rearrangement of the classroom for listening activities was possible, and they used a circular or a U-shaped seating arrangement.

4.4 Types of interaction: During the listening activity, do you prefer individual work or group work?

Most teachers prefer pair collaboration. It is used when it comes to share and compare the information students get. This seems to work as a peer assessment, as cited: “Los alumnos se apoyen, para que aquel que tenga ”mejor orejita” vaya ayudando a la compañera o compañero y así se van potenciando entre los dos.”

4.5 The listening activity.

a) Pre-listening: What kind of activities do you do to introduce listening?

All five teachers mentioned to perform brainstorming as a pre-listening activity. The aim of this activity is to present the topic and make the students know what the listening is going to be about. Making predictions, showing images and playing games were also mentioned in the interviews but they are not as popular.

b) While-listening: What kind of activities do you do for while-listening?

There is a broad variety of main listening activities used by teachers during the while-listening stage, but the most popular among them is *gap filling*. Answering questions, choosing the right order of sentences, multiple choice questions, matching and taking notes are the other activities performed by teachers in this phase. Drawing was also mentioned as a while listening activity.

c) Post-listening: What kind of activities do you do for post-listening?

The most popular task to close the activity is to answer questions and the revision of the listening tasks. Asking the students to sing along to a song that has been used as a listening material and giving homework were also regarded as a post-listening activity: “cuando es canción, todos cantan ... depende, a veces una pequeña tarea para la casa”. Only two teachers ask their students about the difficulty of the activity, what was the easiest for them to do and what was the hardest. Citing one of the teacher: “Al terminar hacemos una síntesis de todo, saber que es lo que recuerdan, qué fue lo que más les costó captar, qué más les costó hacer, qué se les hizo más fácil, una metacognición”. One teacher also mentioned the importance of praising the students after completing the lesson.

4.6 Difficulties and problems: What obstacles or complications do you face when you carry out a listening activity?

All teachers mentioned that technical difficulties are a major constraint when performing listening activities. The most common issues were technical problems, such as speakers not working, shortage of projectors or extension cords. Time for planning and performing these activities was also another factor mentioned by the interviewees. Apparently, the selection of material is not a major issue when it comes to planning a listening activity.

4.7 Students main complications: What are the most common problems that students deal with when working on a listening activity?

According to the teachers' perception, the main constraints students have to confront when facing a listening activity are frustration, tension and fear of making mistakes. Additionally, the variety of accents and rhythm of the speakers also represents a difficulty among learners:

“Al principio es mucho el rechazo a que no entiendan, ellos como alumnos se ponen la barrera. De repente a veces puede ser que la fluidez del hablante hace que no capten las palabras o ideas”.

However, this issue can be attended to by choosing carefully the materials to be presented. Unfortunately, the interviewees never mentioned material adaptation as a possible solution to this problem.

4.8 Measures to rate the success of the activity: How do you evaluate the success or failure of a listening comprehension activity?

Checking the activities is the most common way to categorize the lesson as successful or not. If the results are in their majority correct, the whole activity is considered as successful. Another criterion is the students' reaction towards the activity. If the students do not show interest and do not participate, the activity is regarded as failing.

4.9 Interview to the Regional Director of *Inglés Abre Puertas* Program

In addition to the information given by the teachers, we interviewed the Regional Director of "Inglés Abre Puertas" program, Abel Cisternas, for more information on the importance of listening activities in EFL lessons and the measures they are incorporating to improve teachers' performance in this specific area .

1. Teacher training: The teachers feel that there aren't any programs that train them after graduating. Does the Ministry of Education have future plans for English teacher training?

English teacher has a program that supports them. It is called Inglés Abre Puertas. There is a plan to improve public education that offers workshops on good teaching practices, where they work with English teachers who show them the curriculum. In addition, they also work with strategies to improve and maximize students' learning based on issues teachers have presented.

2. Methodology: What methodologies should be more used by teachers?

The efforts are focused on production. We give recommendations so that they create a suitable environment for students to be able to produce the language. The

focus is to make lessons more communicative. The idea is not to erase grammar from the class because it will always help, but not to let it be the main focus.

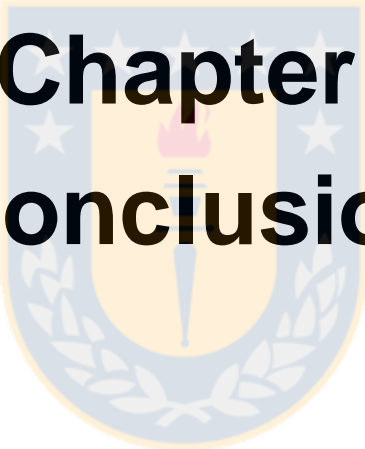
3. Equipment: Which is the optimum equipment the Ministry recommends for effective lessons?

Inglés Abre Puertas has no statement addressing this issue but in my opinion having an English laboratory is a big investment that is not always updated. A simple computer room with internet and headphones is enough.

4. The National Curriculum: What is the importance teachers have to give to the National Curriculum?

This year I have noticed that despite the government efforts to strengthen public education, teachers don't have much knowledge about the curricular instruments because it hasn't been presented effectively to teachers. So we created a workshop to show teachers what teaching instruments they had available to plan their lessons.

The results of these interviews have contributed to draw conclusions that are presented in the following chapter. These conclusions are the starting point for the design of a set of listening practice activities, which is presented at the end of this document. A detailed list of the answers of the teachers can be found in Appendix B.



Chapter V

Conclusions

The main objective of the interviews was to identify problems present in the development of listening activities and the complications teachers most commonly encounter while performing these lessons. This information was meant to be used in the design of new teaching material.

Based on the results obtained, we believe that listening is not given the importance it does have, considering the fact that it is the most used skill both in L1 and L2 and the first skill children develop when learning their mother tongue. Nunan (1998) states that “over 50% of the time that students spend functioning in a foreign language will be devoted to listening”. So, it is clear that this skill should be the main focus in second language teaching. It is not, however, and for that reason, we think that students feel lost and less interested in the language, since they do not understand the input they are receiving, due to lack of exposure. As a consequence, neither do they know how to produce the language.

Moreover, carrying out a listening activity only once a month or once every two weeks is not sufficient to properly develop this skill. The lack of consistency in listening instruction causes difficulties for students to develop listening skills, since learners need time and plenty of practice to master a second language. Therefore, we believe that listening activities should be performed once every week considering that students of 1st and 2nd year high school in Chilean public and some semi-private schools have an average of 4 hours of English per week. In other words, there is enough time in the curriculum to devote to the skill.

Regarding material sources, most of the teachers interviewed declared to use the coursebook given by the Ministry of Education. Nevertheless, one teacher mentioned that, in order to adapt the activities to learners' language level, she used the unit's topic and contents of the coursebook to design another activity by using another source of material.

From our point of view, we agree with the teachers about the need to readjust the coursebook activities since we had to deal with the same problems and make the same changes in the coursebook activities during our internship. Based on the

research done, we think that it is best to adapt the coursebook activities rather than to discard them. If the activities included in the book are too challenging for the actual level of the students, teachers should readjust them to fit their students' level of English by changing the tasks given in the book into slightly easier or harder ones that challenge, but do not discourage students. This may contribute to save planning time for teachers, which was also mentioned as one of the main problems they have to overcome.

Besides the coursebook, songs are the most frequently used as listening material. Teachers consider them to be meaningful and that they can easily motivate students to participate. On the other hand, short videos are, surprisingly, one of the least used listening materials, in spite of the fact that it has been proven that authentic videos "increase learner's motivation since it makes them feel that they are learning the real language; also that they are in touch with the target language as it is used by the community, which speaks it" (Guariento and Morely, 2001).

Videos also provide a visual reinforcement regarding non-verbal communication, such as facial expressions, appearance, movement and posture which facilitate student comprehension. Teachers, however, declare to lack the time to search for videos suitable to meet the requirements of the lesson or unit. Martinez (2002) mentions, for instance, that the biggest disadvantage of using videos is that they require special preparation which can be time-consuming for the teacher. At the same time, to search for relevant and appropriate authentic videos, analyze and organize them is a challenge. Contrary to this belief, there is plenty of audiovisual activities on the internet that can be easily found. Apparently, teachers are not aware of this fact.

As an alternative to address this issue, we believe that Field's proposal to "grade the demands placed upon the learner by the task" (Field 2009), and not the text, is an effective method to solve the issues of time and material use. In other words, when working with videos in the classroom, it is not necessary to have an ideal video for that lesson, but to have an ideal task for the students to work with the

material. Actually, the same video can be used with different levels, topics, and vocabulary and grammar points.

Nevertheless, teachers did not mention other types of listening material, which leads us to conclude that there is little variety of material sources used in their activities. This can result into monotonous and tedious classes which can affect students' motivation, participation and their attitude towards the language and the teacher.

We infer that the little importance teachers give to listening activities might have its origin in the lack of motivation students show towards the subject in general. Nonetheless, teachers are not eager to acquire new knowledge and skills to come out on top of this situation, causing a vicious circle of students' lack of interest and teacher's disorientation towards teaching improvement.

Therefore, it seems easier for teachers to leave aside listening skill development for the benefit of other skills. Besides teachers' lack of interest in listening matters, the Ministry of Education also shows little interest in providing teachers with extra materials besides the coursebook to address teachers' pedagogical necessities. According to the main coordinator of the program "Inglés Abre Puertas", the Ministry of Education's target is to address good teaching practices by optimizing the use of the curriculum. However, little or no consideration is given to the use of materials or adaptation of activities especially when concerning listening. This uncovers the lack of control the Ministry of Education has on teachers' performance inside the classroom.

At the same time, the need for more exposure and a greater diversity of materials does not provide students with enough conditions to contextualize the language. For instance, the use of language and expressions are different in a song and in a video. Therefore, students need to be provided with different sources to learn how to discriminate and use language in different contexts. But not only that, each kind of material can address the necessities of different types of learners, for example, videos can help visual learners while songs can help auditory learners,

boosting their abilities and getting better results. When teachers show a clear preference for one type of activity or learning style, it would benefit one type or learner more than the others. This can cause that students who have the potential to be great learners feel demotivated and lose interest in the subject, therefore, stop participating in the lessons.

Concerning classroom arrangement when performing a listening activity, we believe that the reduced space should not be a reason to avoid classroom rearrangement, since the benefits can outweigh any disadvantages. For instance, the teacher's book of second year delivered by the Ministry of Education proposes grouping as one technique that is used to address the negative effects of large classes. Grouping helps teachers manage time, improve classroom management and it provides an easier way to give feedback on performance to each group in contrast to the time invested in giving individual feedback. In addition, grouping helps students improve their communicational skills facilitating interaction amongst peers which is essential for EFL lessons.

Nevertheless, all teachers stated in the interview to prefer pair collaboration over individual work because, in their opinion, it permits students to help each other in the development of the activity. To our mind, this method is effective because it lowers the affective filter promoting confidence in students and prompting participation in class. Pair collaboration encourages students to share the ways in which they approach an activity and how they resolve any problem they may encounter.

Looking deeply into the listening lesson, results show that all the interviewed teachers actually do pre-listening activities to present the topic to be addressed in the listening and to provide students with some context. Brainstorming is the activity that most teachers perform as a pre-listening activity. It activates students' prior knowledge about the topic, introduces some key vocabulary, sets the mood and increases readiness to face the activity. It can be deduced it requires the use of top-down processing to recall information already learned.

Making predictions is another activity teachers use to attempt to recall prior knowledge to engage learners' attention and interest.

In our opinion, in spite of these techniques being effective, we observed that teachers are not familiar with other types of pre-listening strategies. The pre-listening objective is to "activate learners' background, great expectation and help create a purpose of listening" (Center for Open Educational Resources & Language Learning, 2016) Each activity has its own goals and challenges. Therefore, it is nearly impossible for teachers to reach these objectives using the same strategies for different activities. Moreover, the lack of variation of strategies affects negatively the development of students' listening skill since they are only exposed to the same strategies which may not always be the right ones when facing a different situation in a real context, and it does not make them more interested either.

During the while-listening stage, there are many activities teachers perform. *Gap filling* is the most used activity in listening according to the interviews. It requires students to use a bottom-up processing in order to recognize sounds and words that are missing. They need to successfully discern where a word starts and where it ends to complete the task. Nevertheless, when creating this activity, attention should be focused on choosing strategically the words to be completed in the gaps. That is, words related to the unit, words that encourage the use of listening strategies and that cannot be guessed without listening to the text.

The second most used activity is matching, followed by sentence order activities. However, these activities of choosing the right order of sentences or words can easily be accomplished with some previous grammar knowledge and without necessarily paying attention or even listening to the aural text. Yet, matching activities can be pedagogically viable if teachers plan them in a correct way without giving cues to the learner. For example, if teachers create an activity where students have to match a speaker with their corresponding utterance, students will need to make use of their listening abilities in order to successfully complete the task. On the other hand, if the students have to match the meaning of a word or to match two

clauses to form a full sentence, the task could be accomplished by prior knowledge and not necessarily by using their listening abilities.

The same premise that we identified in the pre-listening stage about lack of different activities is present in the while-listening stage. We noticed that teachers are neither interested in nor are they aware of the existence of different listening activities, which hinders learners' skill development since they get used to performing the same task without developing further uses of the language or learning different strategies to improve or cope with the difficulties of the text. This may be one of the main reasons why they become demotivated in learning a new language since they neither see any progress nor variation in the activities they are asked to perform.

When it comes to the post-listening stage, teachers do not have a clear idea of its meaning. Two teachers considered post-listening as a correction phase and two teachers declared to use metacognition as a way of giving feedback to the students and to make them aware of what they learned in the activity, what were the difficulties they faced and how to overcome them next time. However, this is a misconception of the real objective of what a post-listening activity should be (McDonough, Shaw & Masuhara, 2013).

A post-activity has to integrate the content learned in the lesson with other skills (McDonough, Shaw & Masuhara, 2013) in order to use the content in a communicative way and, as we said before, to use the language they have just been exposed to. According to the national curriculum, the main focus of the subject is to develop communicative competence, which requires students to acquire knowledge that permits them to use strategies that help them maintain communication and compensate for any limitations in the use of language. If students only focus on what they did right and wrong and not on the utility of the content in real life situations, they may feel that what they are learning is not useful and cannot be used in a meaningful way. Teachers should raise awareness of the requirements of the English national curriculum and the focus of the subject to create post-listening

activities with a communicational purpose which is the main aim of learning English as a foreign language.

In addition, teachers observed that the main complications they perceive in their students are frustration and lack of motivation. We think that the first step to address this problem is to use strategies in the pre-listening stage, which may help students reduce their affective filter, reinforce self-confidence and motivate them to participate in the lesson. The activities teachers mentioned in the interview can help to overcome these problems since one of their objectives is to encourage participation and promote enthusiasm. Furthermore, we believe that students should be aware of their own learning process and recognize their strengths and weaknesses. One way of achieving this is by integrating metacognitive strategies into the pre-listening stage, which may also help students reduce their affective filter and feel more prepared to face the activity.

Apart from incorporating metacognitive strategies into the pre-listening stage, we believe that these should also be integrated in other stages of the listening lesson since, apart from giving guidance to the learning process of students, they also deal with students' frustration and lack of motivation throughout the lesson. In addition, we want to highlight that besides metacognitive strategies, teachers should be also familiarized with cognitive and socioaffective strategies in accordance with Flowerdew and Miller's (2005) classification of strategies.

In regards to the teacher's book, it highlights the importance to foster learning strategies in pre, while- and post activities evaluating if the combination of listening strategies selected was effective. Nevertheless, according to these ideas, we can infer that teachers do not consider the suggestions presented in the teacher's book since they state the execution of few listening strategies, and also assume that teachers do not give enough attention to the use of learning strategies inside the classroom.

Technical problems and equipment availability were also a problem mentioned by teachers when facing listening problems. We believe that these issues

are beyond our reach, but also that teachers and schools' administrative staff should work together in order to count with the minimum equipment needed for a lesson. At the same time, teachers should also be able to foresee technical problems that could arise during a listening activity so he or she can bypass problems, using, for instance, their own portable speakers and cell phone.

As final conclusion, throughout this study we have observed the little guidance teachers receive from the Ministry of Education in the development of English listening skills in Chilean EFL lessons. The 2013 EFL national curriculum highlights the development of listening skills as the core element to learn a language by stating that:

“La comprensión auditiva es vital en el aprendizaje de un idioma, ya que por medio de ella el estudiante recibe información comprensible (*comprehensible input*), necesaria para luego desarrollar la interacción en la clase.”

Nonetheless, this statement is not in accordance with the objectives outlined in the 2013 EFL national curriculum, where listening and speaking skills objectives are combined in a larger category: “Comunicación Oral”, while Reading and Writing skills objectives are independent from one another: “Comprensión de lectura” and “Expresión escrita.” We can infer that this discordance translates into teachers' great freedom to prioritize the development of a skill above others. However, we highlight the communicative approach proposed in this category which can contribute to a real and meaningful use of listening.

Furthermore, *Inglés Abre Puertas program* does not provide teachers with new learning about teaching listening skills nor are they provided with techniques for the creation of listening materials. Instead, teacher training is related to aspects such as classroom management, which is not less important but it is not exclusive to English teaching.

Finally, the Ministry of Education promotes the use of English through the *English Speaking Volunteer Program*, conducted by *Inglés Abre Puertas program*. As mentioned by Abel Cisternas “The efforts are focused on production. We give

recommendations to create a suitable environment for students to be able to produce the language.” Despite this, there is no direct encouragement towards teachers’ use of English inside the classroom. Moreover, we have been told by some teachers that there is little support from school authorities in performing classes in L2, since they argue that, strangely enough, students and therefore parents are not pleased with incorporating exposure to English in the classroom. So, the question we must take into account is how can we expect students to produce English if there is not enough exposure of the language to begin with.

All in all, we have seen that the approaches in EFL lessons have changed from a grammatical approach into a more communicative approach. This could mean that, in the near future, the development of listening skills may be more present in English teaching, enhancing exposure in Chilean EFL classrooms.

5.1 Further Research

The purpose of this research has been to identify the most common difficulties teachers face in performing listening activities. Therefore, we have proposed the use of strategies in the creation of new material as an option to address the issues stated by the interviewees. The material proposed has not been certified. Therefore, further investigation is needed to measure the effectiveness of our proposed teaching material inside the classroom. Because of this, it is important to test the different strategies presented in the activities in order to recognize the significance it has in students’ listening development.

We also suggest exploring teachers’ opinions about the material created by reviewing and identifying what aspects could be adapted or improved according to their classroom context. The difficulties addressed on the teaching material may not be the only ones teachers have to face when applying listening activities. Therefore, it could be useful to perform an investigation in which more teachers, not only from the region, be interviewed in order to discover if the problems identified in this research are common to teachers along the country. This would allow the creation

of materials that can cover a wider range of problems, enhancing the development of listening abilities.



Chapter VI

Proposal



After interviewing the five teachers, analyzing their answers, identifying their problems and weaknesses and reviewing the literature related to effective listening activities, classroom management and material design, specific activities were designed to address the most important issues we identified.

Each activity was designed as a full lesson consisting on: before listening, listening and after listening in order to cover fundamental necessities teachers have and also to utilize the highest quantity of strategies possible. At the same time, we emphasized on the use of videos as materials for the listening activity and the adaptation of materials provided by the Ministry.

Besides the activities, a guide for the teacher was also designed in order to guide the lecturer through the lesson and provide them with strategies they should use during each step in order to obtain optimal results in each activity.

The total number of lessons designed is six: three for first year of High School and three for second year of High School, each with two videos and one listening obtained from the school book.

It is important to note that although the activities have been optimized to address the identified issues, it is necessary that teachers analyze this material and re-adapt it if necessary according to the needs their students have in order to obtain the best possible results.

The proposed material can be found in the following pages and online in the webpage <http://effectivelistingactivities.blogspot.cl/>.

Unit 3: Teen Life

Lisa Kisses Milhouse – n°1



BEFORE LISTENING

Activity 1

Share your experiences about the relevance of relationships with the rest of the class.

Have you ever been in love?

Do you think it is important to be with someone?

Activity 2

You will see a small clip from an episode of “The Simpsons”. Watch the video without audio and with a partner predict what the story is about.



HELP: Remember you're just guessing. It's OK to make mistakes when you guess.



Unit 3: Teen Life
Lisa Kisses Milhouse – n°2

LISTENING

Activity 3

Watch the video with audio and with a partner check your predictions of activities 2 and 3.

Activity 4

Watch once again and match each speaker in column A with the correct expression in column B, one of the speakers has to be chosen twice.

A	B
Lisa	- Yes, no, I don't know
Milhouse	- Not her again
The Girl	- Everything's coming up
	- Does this mean you like me?



HELP: Use paralinguistic clues that can help you guess the meaning of the message



Unit 3: Teen Life
Lisa Kisses Milhouse – n°3

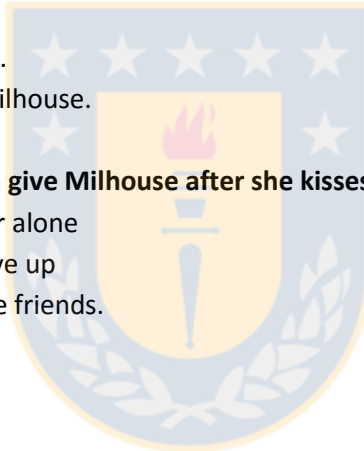
Activity 5

Read the questions and choose the correct answer.

- 1. Why was the girl angry when she saw Lisa?**
 - a) Because she didn't like Lisa's outfit.
 - b) Because she was jealous.
 - c) Because Lisa was bothering her.

- 2. What is Lisa feeling?**
 - a) Lisa is confused.
 - b) Lisa loves Milhouse.
 - c) Lisa doesn't love Milhouse.

- 3. What advice does Lisa give Milhouse after she kisses him?**
 - a) He should leave her alone
 - b) He should never give up
 - c) They should only be friends.





Unit 3: Teen Life
Lisa Kisses Milhouse –n°4

AFTER LISTENING

Activity 6

Now, it's your turn to be creative. Draw a comic strip with an alternative ending to the video by choosing at least 4 expressions from the box. You can include other characters of the series if you want.

to be over someone - to have a date/to go on a date - to like someone - to break up with someone - to be in love with someone - to be single - to be boyfriends - to get married - to have babies - to form a family - to get divorced

HELP: Be as creative as you want, you can even include characters from other shows or even



TEENS CLUB – 1st year High School

Unit 1: Teen Life

 **Video: Lisa kisses Millhouse**

AIMS

- To understand general and specific vocabulary in an audiovisual text.
- To acquire new vocabulary about personal relationships.
- To create a story based on new information.

VOCABULARY FOR STUDENTS

Surprise
Angry
Confused

Happy
Jealous

VOCABULARY FOR TEACHER

Moonlight (noun)
the light of the moon.

PREPARATION

Make a copy of the worksheet for each student. Cut every activity in the worksheet to deliver them to your students once at a time.

PRE-LISTENING

Activity I

- Write on the board the topic *Romantic relationships* and key vocabulary for the activity, such as: Surprised, Angry, Confused, Happy, Jealous
- Give out worksheet N°1 to your students. Present the topic and asks students personal questions related to the topic, such as:

- ✓ Have you ever been in a romantic relationship?
- ✓ Was it a good or a bad experience?
- ✓ Do you think it is important to be with someone?
- ✓ Do you have a boyfriend/girlfriend?
- ✓ Would you like to get married in the future?

- Try to relate their answers with the vocabulary written on the board.

Variation: After reviewing vocabulary, show students the quotes from activity number 4 and see if they can associate the words introduced earlier with the correspondent quote

Activity II

- Tell your students they are going to watch a short clip from The Simpsons called *Lisa kisses Millhouse*. Explain they will watch the video without audio and they will have to guess what is going on.
- Tell students to focus on paralinguistic clues to help them create meaning.
- Explain that it is normal not to understand exactly what is happening since it is a cartoon and not all the feelings are represented the way we imagine.

Use Paralingual or Kinesic Strategy Students will watch the video without audio. Then, students will predict what the story is about.

Use Advanced Organization Strategy: Present the topic of the video and ask students about the relevance in their lives.

Use Self-encouragement Strategy: Attempt to reduce affective filter by setting personal standards for the listening task.

LISTENING

Activity III

- Give out worksheet N°2.
- Play the video for the first time with audio. Make pauses if you notice your students are struggling too much with the speed of the video.
- Check students' predictions in worksheet N°1, play the video a second time if students were not able to get the main idea of it.
- Select some students to share their prediction with the rest of the class.

Variation: Before playing the video, you can ask students to share their guess with the rest of the class and vote for the most creative one.

Use Double-check Monitoring Strategy: Ask students to predict what the text is about.

Use Voice Inferencing Strategy: Ask students to guess the meaning of the utterance by means of the tone of voice of the characters.

Activity IV

- Tell your students they are going to watch the video again. This time they will have to match the phrases seen in worksheet 1 with the correct speaker.
- Read the options presented in column A and ask students if they can

recognize the three characters in the video.

- Play the video again.
- Ask students to complete the task.
- Tell your students to compare their answers with their classmates.
- Check together on the board.
- Ask them some questions to promote metacognition.
 - ✓ What were the most difficult parts for you to understand? Why?
 - ✓ What were the easiest parts of the video?
 - ✓ Did you have the same answers than your partner?
 - ✓ What do you remember of the video?

Activity V

- Give out worksheet n°3 and tell your students they will have to choose the correct option based on specific information from the video.
- Give them some time to read the questions and ask any questions about vocabulary.
- Read all the questions with the class and check for comprehension.
- Play the video and ask students to complete the activity. Check together.

Use Cooperation Strategy: The teacher asks students to work in pairs in order to help each other when facing the activity.

AFTER LISTENING

Activity VI

- Ask students if they like comic books, talk about famous comics and the characteristics of a comic strip.
- Deliver worksheet n°4 to your students.
- Explain students they will have to draw a comic strip with an alternative ending to the video.
- Check for comprehension of the phrases presented in the box and elicit they will have to use at least

- Set a specific time for the activity and write it on the board.

Variation: If your students believe they don't have good drawing skills or if you don't have enough time to complete the task, only ask for students to write a dialogue with the alternative ending. At the same time, instead of a dialogue, you can adapt the writing into a fairy tale or a piece of news.





People Share Their Self-Care Routines – n°1

BEFORE LISTENING

Activity 1

Watch the video and number the following self-care routines that the speakers shared in the order that they are mentioned. Number one is given.

- Meditation
- Reading
- 1 Yoga
- Going to the gym
- Drawing, painting and illustration
- Playing video games
- Writing a journal



Unit 4: Body and Mind



People Share Their Self-Care Routines – n°2

LISTENING

Activity 2

Watch the video again. Listen carefully to what speakers say and the words they use. Then choose the right word between the two options. Number one is already answered.

Part 1

1. I developed a self-care **machine** - **routine** because I have depression
2. I deal with clinical **depression** – **impression**.

Part 2

3. My **favorite** – **former** type of self-care is Yoga.
4. When you are **extremely** – **mentally** stressed it also affects your body physically.
5. One of my biggest forms of self-care is **darts** – **arts**.
6. It is really interesting because I typically create more when I'm sad **or frustrated** – **disappointed**
7. One of my self-care routine is reading, especially **poems** – **poets**.

Part 3

8. Finding the right self-care routine is not something that is **spontaneous** – **instantaneous**.
9. It's good to find things that allow you to **release** – **distract** yourself.



HELP: Underline the parts that were more difficult to understand so you can put extra attention to them next time.

Unit 4: Body and Mind



People Share Their Self-Care Routines – n°3

LISTENING

Activity 3

Watch the video again and pay attention to the words speakers use. Then, choose the extra word that is in the following sentences.

1. I need self-care because I can get overwhelmed pretty easily. (0:03)
2. I've struggle with anxiety practically my whole life. (0:15)
3. My form of self-care is in my journal. (0:45)
4. When you play videogames you focusing only on one thing and it's just is winning and beating the level. (1:25)
5. If I'm reading something that is about somewhere far far away, it just removes me from my immediate situation. (2:00)

HELP: Remember that it is o.k. if you do not get all the extra words the first time.



Unit 4: Body and Mind



People Share Their Self-Care Routines – n°4

AFTER LISTENING

Activity 4: Giving advice

Instructions:


1. Anonymously, **write** in a piece of paper a problem that you commonly struggle with or that you are facing right now.
2. Now, hand it over to your teacher.
3. You will receive a different paper from one of your classmates.
4. Get together in groups of 4.
5. **Read and discuss** each problem.
6. **Write a piece of advice** for each problem using as a reference the self-care routines mentioned in the video. You can propose your own self-care routine.

Help:

- I suggest you to...
 - I think it would be better for you to...
 - You should...
 - It may be OK to...
7. Then, each student will read the problem they got and the advice they want to give to the person who wrote that problem.

TEENS CLUB – 1st year High School

Unit 4: Body and Mind

 **Video: People share their self-care routines**

AIMS

- To understand general and specific information from an audio-visual text.
- To recognize different cognates, such as, depression, routine, favorite, art, immediate, etc.
- To learn new vocabulary related to self-care.

VOCABULARY FOR TEACHERS

Struggle (verb)

to fight a battle with something or someone.

VOCABULARY FOR TEACHERS

Depression – Anxiety – Self-care – routine – health – tension – to suffer from – to struggle with – relax.

PREPARATION

Make a copy of the worksheet for each student. Cut every in the worksheet to deliver them to your students once at a time.

PRE -LISTENING

- Write the topic of the lesson on the board. “Self-care routines”

Ask your students if they know the meaning of this and if they have any technique that helps them to take care of themselves.

- ✓ Do you take care of yourself? Why? Why not?
- ✓ How do you do it?
- ✓ Did somebody tell you to do it? Did you read it? Did you create it?

✓ Does it work for you?

- Tell them they are going to read some statements related to self-care routines and ask them to share their opinions about them.

Variation: You can make a power point presentation or draw bubbles on the whiteboard.

When you are mentally stressed, it also affects your body, physically.

Playing videogames helps you to focus only on winning and forget your problems for a moment.

Exercise helps you to turn off your thoughts for a while and makes you feel better afterwards.

- Tell your students they are going to watch a video related to self-care routines. Ask them the following questions before they start watching:
 - ✓ Why do you think it would be important to watch this video?
 - ✓ Do you think it can be helpful? Why?
 - ✓ What information do you expect to hear?

Note: It is important to make students express their opinions and lower their affective filter. For that, we suggest you not to force them to speak in English yet, since it may make them

feel anxious and they may not attempt to speak if they do not know how to say something in English. You may also help them by translate or giving them specific vocabulary.

Use Advance organization: *Decide what the objectives of a specific listening task are. Why is it important to attend to this message?*

Use Self-management: *Learners must manage their own motivation for a listening task.*

LISTENING

Activity I

- Give out worksheet n°1 to your students.
- Tell them to pay attention to the methods speakers use as self-care routines and explain the activity to them.
- Play the video. Make pauses if you notice your students are struggling too much with the speed of the video.
- Play the video a second time if necessary.
- Check the activity together with your students.
- Ask them if they had any difficulty or which was the hardest part for them to understand.

Use Comprehension Monitoring: *The teacher presents the video one part at a time.*

Use Problem Identification: *The teacher asks students to identify which parts of the text were more difficult to comprehend.*

Activity II

- Tell your students they are going to watch the video again. This time they will have to discriminate among two words in a written text based on what it is said in the video.
- Tell them the video and the activity are divided in three parts to make it easier to organize an process the information.
 - Play part 1 (up to 0:38)
 - Play it again if your students did not complete the activity.
 - Play part 2 (from 0:39 – 2:09)
Note: This is the longest part. We suggest you to play it twice and make pauses in between when necessary.
 - Play part 3 (2:10 - 2:39)
 - Replay if necessary.
- Tell your students to compare their answers with their classmates.
- Check together on the board.
- Ask them some question to make then use metacognition.
 - ✓ What were the most difficult parts for you to understand? Why?
 - ✓ What were the easiest parts of the video?
 - ✓ Did you have the same answers than your partner?
 - ✓ What do you remember of the video?

Activity III

- Deliver worksheet n°3.
- Tell your students to focus only on the sentences that are written in the worksheet.
- Give them some time to read them and ask any questions about vocabulary.
- Explain the activity.
- Play the video.
- Check together.

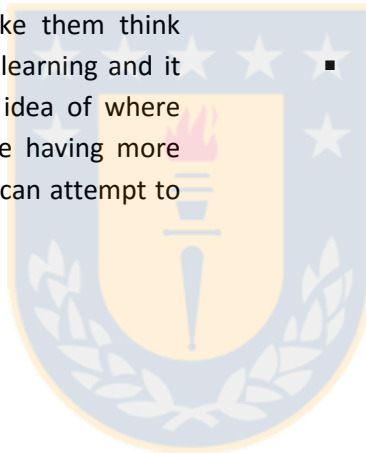
Suggestion: After finishing the three activities, ask your students again what were the most difficult tasks for them to do. This will make them think about their own learning and it will give a clear idea of where your students are having more problems so you can attempt to solve them.

Use Problem Identification: The teacher asks students to identify which parts of the text were more difficult to comprehend.

AFTER LISTENING

Activity 4

- Tell your students that it is their time to share their self-care routines and give advice to their classmates.
- Deliver worksheet n°4 to your students.
- Read the instructions together and ask questions for clarification.





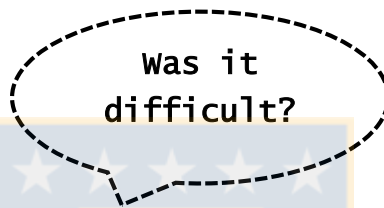
Unit 3: Arts and Entertainment

How to make a puppet – n°1

BEFORE LISTENING

Activity 1

Answer the following questions



Now with the class discuss about the creation of a puppet. What actions do you perform during the making of a puppet?





Unit 3: Arts and Entertainment

How to make a puppet – n°2

LISTENING

Activity 2

Watch the video and complete the sentences with the correct verb given in the box.

paint - draw - cut out - outline - make - find - tape - mix - draw

1. _____ a bottle the right size.
2. _____ a dotted line around the outside of the ring (picture 3)
3. _____ holes on the opposite side for the arms
4. _____ the neck of the bottle to the tube. (picture 5)
5. _____ a triangle of cardboard, fold it and attach it to the head. (picture 11)
6. _____ equal amount of water and glue to make art attack paint.
7. When the paper is dry you can start to _____ the flowers (picture 30)
8. Let's _____ flower's dress green. (picture 22)
9. _____ the flowers and the rest of the details. (picture 24)

HELP: The images of the video can help you understand the meaning.



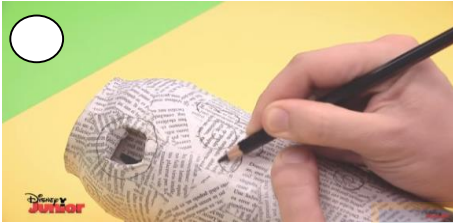


Unit 3: Arts and Entertainment
How to make a puppet – n°3

LISTENING

Activity 3

Look at the following images about the making of the puppet and, with a partner, put them in the correct order. Then, choose one sentence from the list above to describe the action.



Activity 4

Now you will only listen to the most important extracts of the video. Work with a partner, discuss what you hear and explain the action in Spanish.



Unit 3: Arts and Entertainment
How to make a puppet – n°4

AFTER LISTENING

Activity 5

It's your turn to make a puppet!

First, form a group of maximum 4 students to make a puppet show representing your favourite scene from any movie or T.V. show you like. **You can adapt the dialogue or find it in the internet.** Then, create your own puppet following the instructions presented in the video. Once you have finished, at the end of the lesson you must present it in front of the class. Your presentation must have a length of 5 minutes maximum.



TEENS CLUB – 2nd year High School
Unit 3: Arts and Entertainment

 **Video: Puppet – Art Attack**

AIMS

- Follow instructions to make a puppet.
- Identify specific vocabulary in a video.

VOCABULARY FOR STUDENTS

cut out
draw
mix
paint

make
tape
find
outline

LISTENING

Activity II

- Handout worksheet N° 2
- Read the instructions together and ask questions for clarification.
- Tell students to complete the sentence with the correct word.
- Tell students that you will make pauses as arranged in the worksheet.
- Play the video
- Check together.

VOCABULARY FOR TEACHER

wind (verb used with object)
to encircle or wreath, as with something twined, wrapped, or placed about.

lengthwise (adverb, adjective)
the longest extent of anything as measured from end to end

PREPARATION

Make a copy of the worksheet for each student. Cut every in the worksheet to deliver them to your students once at a time.

PRE-LISTENING

Activity I

- Present the model of the puppet shown in the video using pictures.
- Give out worksheet N°1
- Present the topic of the video *How to make a puppet* and asks students questions related to the topic.

- ✓ Have you ever made a puppet?
- ✓ Was it difficult? Did you have fun?
- ✓ What materials did you need?

Try to include students who have never made a puppet by predicting a possible situation:

- ✓ Do you think it is easy or hard to make a puppet?
- ✓ What materials do you think you will need?

- Ask students to brainstorm vocabulary to give instructions. Address vocabulary that will be seen in the video as shown in *VOCABULARY FOR STUDENTS*.

Use Comprehension Monitoring:
follow student's comprehension through the use of CCQs.

Activity III

- ✓ Hand out worksheet N°3. This time they can do the activity with a partner.
- ✓ Read the instructions together and ask questions for clarification. Tell them to remember the order of the actions and to label the pictures.
- ✓ Check together.

Variation: If you can't print the pictures, project the images on the board and ask students to label them in front of the class.

Use Extralinguistic Linguistic Strategy: Students can infer the meaning of the action using as a clue, the images.

Activity IV

- Tell students that they will only listen to fragments of the video without the help of the images. They can work with a partner to explain the meaning. The following fragments are:
 - ✓ *To turn it into a puppet we have to make holes for your fingers. (1:18)*
 - ✓ *Make two holds on the opposite side of your arms, one for your little finger and another hold for your thumb (2:01)*
 - ✓ *Mix equal amount of water and glue to make art attack paint. (3:19)*
 - ✓ *Draw part of the head, first the eyes, smiley mouth and some decorations on the hat. (3:42)*

- Replay if necessary.
- Check together on the board

Use Imagery Strategy: Students can use mental image to create a picture of what is happening.

AFTER LISTENING

Activity 5

- ✓ Handout worksheet N°4
- ✓ Read the instructions together and ask questions for clarification.

VARIATION: For a more controlled activity or if students don't know any dialogue, you can choose beforehand famous scenes from movies for them to perform, e.g. Star Wars, Toy Story, Avengers, etc. You can also choose dialogues from previous lessons.

Use Comprehension Monitoring Strategy: Tell students they are free to make questions related to the video when necessary.



Study Skills for People Who Hate To Study - n°1

BEFORE LISTENING

Activity 1

- a. Watch the video and write down all the tips that speakers mention to help you study.



HELP: If you understood a tip but do not remember how to write it in English, write it down in Spanish with your own words.

In English	In Spanish
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.
6.	6.

- b. Compare your answers with your partner.

- Which answers are the same?
- Which are different?
- Did she/he also write some of them in Spanish? Which ones?
- Do you have them in English?
- Share!

Unit 1: Student life



Study Skills for People Who Hate To Study - n°2

LISTENING

Activity 2

- a. Now you are going to listen to the video without the projector. Listen carefully and decide if the following ideas are true or false.



Help: Read the tips first and look for unknown vocabulary. Then, ask your teacher about their meaning. Remember that it is o.k. if you do not complete the task the first time.

Tips	True/False
1. You need a nice clean desk where it is quiet.	
2. It is a good idea to drink a cup of tea or smoothie.	
3. Listen to a mix of music with lyrics to help concentration.	
4. It is OK to hang out outside your house.	
5. Jogging or dancing can help you get in the mood you need to study	
6. One hour nap can help you feel better.	

- b. Compare your answers with your classmate. Do you have the same answers?
Which ones are different?

Unit 1: Student life



Study Skills for People Who Hate To Study - n°3

AFTER LISTENING

Making a video: Now it is your turn to make a short video.

Instructions:


1. Decide if you want to work individually, in pairs or in groups of THREE.
2. Get together and **create three more tips** for studying apart from the ones shown in the video.
3. Every member of the group has to speak in the video.
4. If you want to dress up for the video you can do it. Feel free to be creative.
5. Record the video.
6. Show it to your classmates.

HELP: Do not be afraid to ask your teacher if you do not know how to write or pronounce a word or sentence. Teachers are there to help you.



TEENS CLUB – 2nd year High School

Unit 1: Student life

 **Video: Study Skills for People Who Hate to Study**

AIMS

- To understand general and specific information from an audiovisual text.
- To learn new vocabulary related to study tips.

VOCABULARY FOR TEACHERS

Procrastination: To delay (or postpone) and action for some time later.

To shape something: To rearrange something.

To clear and clean a space.

To sustain yourself: To provide for food. (Eat)

To mix it up: To do some fun or exciting

To take a nap: To sleep for a short period of time.

VOCABULARY FOR TEACHERS

To get to work – rituals – routines – tired – restless - work area – work mood

PREPARATION

Make a copy of the worksheet for each student. Cut every in the worksheet to deliver them to your students once at a time.

PRE -LISTENING

- Write down the title of the video on the board.

- Ask your students some questions about the topic, their opinions and experiences. Suggested questions:
 - ✓ Do you like to study?
 - ✓ Why do you like to study?
 - ✓ Who does not like to study? Why?
 - ✓ What do you do to prepare for a test?
 - ✓ If you had to give some tips for a friend who needs to study, what tips would you give him/her?
 - ✓ Which tips do you think are the best ones? Do you do them?
 - ✓ Which tips do not work for you? Why?

Use World Elaboration: Learners use their world knowledge to comprehend the task: Ask questions to activate students' schemata on a specific topic.

Use Personal Elaboration: Learners use prior personal experience to comprehend the task: Ask students to talk about any experience they have related to the topic.

- Before watching the video, tell your students to focus on the tips the speakers give and not on trying to understand every word they hear. Focusing on specific information will help them get a better understanding of the whole meaning of the text.

Use Selective Attention: Learners pay attention to details in the listening task.

- To encourage students and to lower their affective filter, tell your students to help themselves by also focusing on speakers' body language and on the actions they perform to use them as aids for comprehension.

LISTENING

Activity I:

- Give out Handout N°1 to your students for them to complete the table with the asked information.
- Play the video for the first time. Remember to repeat to your students to focus on trying to understand the tips speakers mention and not on trying to comprehend every isolated word.
- After playing the video once, ask your students if they got the tips.
- Tell your students to share their answers with a partner.

Variation: If your students did understand the tips but did not remember how to write them down or how to say them in English it is OK to let them write them down in their mother tongue. The main objective of this activity is to check understanding and not producing language or test their English.

- Invite them to write them on the board. If they write down any tip in Spanish ask the class if anybody got the tip in English and invite them to right it on the board. If not, you might

replay the video one more time to give a second opportunity to your students to focus their attention on what it is missing and to check if the information they got is right.

Use Double Check Monitoring

Strategy: At the end of a task, the teacher asks learners to review their previous knowledge about the speakers and make any changes to their perception of what the message is about.

Use Paralinguistic or Kinesic Inferencing Strategy: *Guessing the meaning of unknown words by referring to paralinguistic clues.*

Use Cooperation Strategy: *Learners work together to pool their comprehension*

Activity II:

- Give out handout N°2 to your students
- Turn off the projector.
- Tell your students they are going to only listen to the video this time.
- Explain your students the objective of the activity. They need to listen to the speakers and identify if the ideas given in the worksheet is in accordance to what they hear in the audio.
- Give them a few minutes to read the sentences in silence.

- Ask them for unknown vocabulary. Explain their meaning and write them on the board.
- Tell them to work on their own the first time. Then there will be time to share with their classmates.
- Play the video once.
- Ask your students if they were able to complete at least half the table.
- Encourage them to keep trying and not to demotivate if they do not understand the first time.
- Replay the audio if needed.
- Give them a few minutes to comment their answers with their partner.

Variation: Encourage your students to explain each other what they understood and exchange knowledge and how they manage to understand. The idea is to discourage to simply copy the answers from one another but to learn from each other.

- Check the answers with the class. Write down key vocabulary on the board and explain them to your students.
- After finishing the activities, we suggest you to ask your students their opinion about the lesson:
 - ✓ What did you think about the topic we cover today?

Use Problem Identification Strategy: Learners decide what problems still exist preventing them from completing the task successfully.

- ✓ Do you think it can be useful for you now or in the future? Why?
- ✓ Was it difficult for you to understand? Which parts?
- ✓ What do you think was the easier task?
- ✓ What do you think was the hardest part or task?
- ✓ How did you manage to understand?
- ✓ Did your partner help you to understand better?

AFTER LISTENING

Making a video

- Tell your students they are going to have to make a short video giving their own recommendations on how to improve studying.
- They can make it individually, in pairs or in groups of three.
- They have to give three different tips for their classmates.
- The video should not be longer than a minute and a half or two minutes.
- The videos will have to be presented in front of the class.

Variation: If you prefer, this activity can be performed live in front of the class. Give your students a whole week for this homework.

Use Performance Evaluation strategy: Learners judge how well they perform a task.



UNIT 3: Arts and Entertainment

Did you like the movie? – n°1

BEFORE LISTENING

Activity 1

Look at the movie posters the teacher will show you and answer the following questions:
Answer in a full sentence.

Example: I like Titanic because it is very romantic.

What movie do you like? Why?

What movie do you dislike? Why?



Help: Think about your favorite movies of all time and the reasons why you like them.



UNIT 3: Arts and Entertainment

Did you like the movie? – n°2

LISTENING

Activity 2

- a. Listen to the audio and choose the correct opinion of each speaker.

Speaker 1

- a. I didn't enjoy it, it was too cheesy, too sentimental.
- b. I did enjoy it, It was cheesy and sentimental

Speaker 2

- a. I would recommend it to anyone as it is so good.
- b. I wouldn't recommend it to anyone, it was so bad.

Speaker 3

- a. Awful, far too much romance and a cheesy plot
- b. Awful, far too much kissing.

Speaker 4

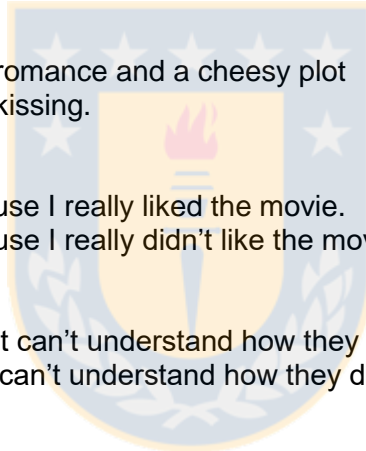
- a. I was shocked because I really liked the movie.
- a. I was shocked because I really didn't like the movie.

Speaker 5

- a. It was amazing, I just can't understand how they did that
- b. It was brilliant, I just can't understand how they did that

Speaker 6

- a. It is extremely cheesy, you could always tell how it could end.
- b. It is extremely boring, you could always tell how it could end.





UNIT 3: Arts and Entertainment

Did you like the movie? – n°3

Activity 3

- a. Listen again and choose the right word to complete each sentence.
- The movie is perfect for *younger people/kids*.
 - This movie is the *worst/best*, I just *loved/hated* it.
 - The movie is a waste of *time/money*.
 - I loved the junkyard song, because Roy and Brad *danced/sang* fabulously.
 - It's a *bad/great* movie and *once more/again* the songs are *amazing/horrible*.

- b. From the answers given in exercise number one. Answer the following questions.

- How many speakers liked the movie? _____.
- How many speakers didn't like the movie? _____.

HELP: to recognize what someone thinks of the movie, just focus on the key adjectives.





UNIT 3: Arts and Entertainment

Did you like the movie? – n°4

AFTER LISTENING

Activity 4

Read the film review and highlight useful phrases and vocabulary to create a film review.

“Must- have” DVD’s: Cinema Paradiso: 1989

Cinema Paradiso was directed by Giuseppe Tornatore. It stars Phillippe Noiret as Alfredo, and Salvatore Cursio, who plays the part of the boy. The film won a prize in 1989 for Best Foreign Language Film.

The film is set in an Italian Village in the 1940s and 50s. It was located in Sicily.

The film is about a little boy called Salvatore who ends up becoming a famous film director. At the beginning of the film, he goes to his village for the first time in thirty years, for the funeral of an old friend, Alfredo. The rest of the film is a flashback of his childhood. In his village there is only one cinema, called Cinema Paradiso. Salvatore is crazy about films so he spends all his time there. He becomes friends with Alfredo, the man who shows the films, and later he works as his assistant. But when he is a teenager he leaves the village and goes to work in Rome, and at the end he becomes a famous director. He never sees Alfredo again.

I strongly recommend Cinema Paradiso. It makes you laugh and cry. It has a memorable soundtrack, and it is a moving tribute to the magic of the early days of cinema.



Source: New English File –Intermediate Student’s Book.

MY FILM REVIEW

It's your turn to write a film review. Choose a movie that you like or dislike and make your comments.

In your short film review, you must include the following information:

- ✓ The name of the movie
- ✓ The main characters of the movie
- ✓ Describe your favorite or least favorite scene.
- ✓ Recommendation/ disapproval of the movie.

Include additional information like:

- Where was the film located?
- Was the movie based on a book?
- Did the film use any special effects?
- Did the movie win any awards?
- Did you like the soundtrack of the movie?

In your Composition

- Write your film review using between 120- 130 words
- Make use of paragraphs in your writing
- You must use vocabulary or phrases reviewed during the listening activity.
- You can use useful vocabulary or phrases from the Cinema Paradiso film review.
- Review for mistakes: grammar, spelling and punctuation.

MY FILM REVIEW

It's your turn to write a film review. Choose a movie that you like or dislike and make your comments by filling in the text with your opinion.

Title:

_____ was directed by _____.

It stars _____, who plays _____. The film won a prize in _____ for _____.

The film is set in _____. It was located in _____.

The film is about _____.

At the beginning of the film, _____

_____.

I strongly recommend _____. It makes you _____

_____.

TEENS CLUB – 2nd year High School
**Unit 3: Arts and
Entertainment**

 **Track 39 – My favorite Film**

AIMS

- Identify vocabulary related to descriptions.
- Write a short film review.

VOCABULARY FOR STUDENTS

awful	great	brilliant
enjoy	horrible	good
like	boring	dislike
hate	amazing	cheesy
bad		

VOCABULARY FOR TEACHER

duvet (noun)

a usually down-filled quilt, often with a removable cover; comforter.

PREPARATION

Make a copy of the worksheet for each student. Cut every activity in the worksheet to hand out to your students once at a time.

PRE-LISTENING

Activity I

- Show your students the movie posters and ask students to identify them. They are available on web address.
- Give out worksheet n°1
- Write your favorite on the board or ask a student to ask you the question. Ask students what's their

favorite and least favorite movie. Tell them to write their answers in the worksheet and then share with the class.

Use selective attention Strategy:

Draw student's attention to what they must focus in order perform the task.

Use Personal elaboration Strategy:

Ask students about their opinion related to the topic.

LISTENING

Activity II

- Hand out worksheet N°1.
- Read the instructions together and ask questions for clarification.
- Tell students they will listen to different opinions about a movie. You must choose the correct option according to the speaker.
- Play the audio.

Use emotional temperature

Strategy: *If you detect a lack of motivation of students talk with them to see what is happening.*

Activity III

- Give out worksheet n°3
- Read the instructions together and ask questions for clarification.
- Tell students have to choose the right word to complete the sentences.

VARIATION: If the activity is not challenging enough for your students, you can erase the alternatives to create a fill in the gap question.

- Ask students to answer the questions of activity 3b based on what they listened to in the activity.

AFTER LISTENING

Activity IV

- Tell students that they will have to write their own film review.
- Hand out the worksheets
- Read the instructions together and ask questions for clarification.
- First, students must read a film review and answer the questions.
- Review phrases and vocabulary that students highlighted in the text.
- Hand out worksheet N°4.



Coursebook: TEENS CLUB – 2nd year High School
Unit 4: Body and Mind

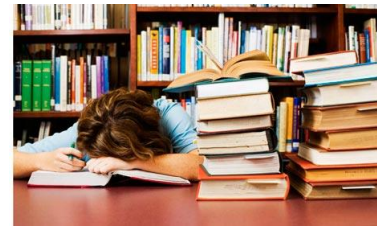


I Need advice – n°1

BEFORE LISTENING

Activity 1

Look at the pictures below and discuss with your partner: What do you see? What do you think the people in the pictures are feeling? Have you ever felt like this before?



HELP: Watch the pictures and think of similar situations you have faced in the past



Unit 4: Body and Mind

I Need advice – n°2

LISTENING

Activity 2

- a. Listen to a recording about three teenagers talking about different problems, then match the speaker with their corresponding problem.

Speaker 1 Concentration

Speaker 2 Bullying


Speaker 3 Secrets

- b. Listen to three new kids talking about different problems, match the speaker with their corresponding problem.

Speaker 4 Problems with food

Speaker 5 Emotions

Speaker 6 Too many activities



Remember the
vocabulary seen at
the beginning of the
lesson



Unit 4: Body and Mind

I Need advice – n°3

BEFORE LISTENING

Activity 3

Based on what you listened to, work with your partner and guess the meaning of the underlined phrases in Spanish.

1. I am nervous for my exams, what should I do? You should calm down and take it easy.

2. I get irritated easily, what can I do? You better not lose your temper and be patient.

3. I need to study but I have a lot of activities, what can I do? You better concentrate on what you are doing, and not try to do two things at the same time.

4. My friend suffers an eating disorder, what should I tell her? You should tell her family and seek for professional help.



Just focus on the new vocabulary presented on the audio track



Unit 4: Body and Mind

I Need advice – n°4

AFTER LISTENING

Activity 4

- a. Read the following problems that different teenagers share in a magazine.

I usually go out with Jonathan and my friends, but Jonathan is really mean, he never pays for anything. He always gives us excuses like he doesn't have any money or he's forgotten his money, so we have to pay for him. At the beginning we believed he didn't have much money, but it is not true, we know he works on Saturdays so he must have some money. Do you think we should say something to him?

The problem is with my best friend; the thing is that he is always flirting with my girlfriend. When we go out together he always say things like 'you look fantastic today, Andrea' or 'I love your dress, Andrea'. And when we are at parties he often asks her to dance! What should I do?

I share room with my sister. She is really nice, but there's one big problem, she always borrows thing from me without telling me. She takes my books, CDs and even my sweaters and jackets. The worst thing is that she leaves them dirty. I don't want to fight with her but what should I do?

b. Now it is your turn to write a piece of advice. Select one of the issues mentioned in the text and write a piece of advice on how to solve the problem. Some ideas that you can use are listed below:

- Talk to your girlfriend to see what she thinks
- Don't argue with your friend, women are not worth it

- If it is good company, you should pay for him.
- Don't pay for him so he gets embarrassed.

- Talk with her and tell her to ask for permission before wearing your clothes.
- Lock your things in a cupboard.



TEENS CLUB – 2nd year High School

Unit 4: Body and Mind

Audio track 41: I Need Advice

AIMS

- To understand general and specific information in a listening text.
- To learn new vocabulary related to body and mind.
- To write a piece of advice to a friend

VOCABULARY FOR STUDENT

Concentration
Bullying
Secret
Emotion

Take it easy
Lose your temper
Mean
Flirting

VOCABULARY FOR TEACHER

Flirting (verb, used without object)
to court triflingly or act amorously without serious intentions.

PREPARATION

Make a copy of the worksheet for each student. Cut every activity in the worksheet to deliver them to your students once at a time.

BEFORE LISTENING

Activity I

1. Give out worksheet N°1. Present the pictures to the class and ask students to infer what each picture represents. You can ask questions such as:
 - ✓ What do you see in the picture?
 - ✓ Have you ever felt like that?
 - ✓ What can you do to feel better?
 - ✓ What would you recommend to solve that problem?

Variation: If you are not able to print the images for the pre-listening activity, use a projector to show them to the whole class.

2. Write on the board student's comments and words useful for the lesson. Similar to concentration, bullying, secrets, food problems, emotions, too many activities to do
3. Tell students they will hear 6 different conversations about the problems presented in the pictures, suggest that they focus first only on the questions, later in the answers.

Use Resourcing Strategy: Present a set of images, then the whole group will brainstorm vocabulary related to

Use Selective Attention Strategy: Ask students to focus their attention on a selected type of information

LISTENING

Activity II

- Give out worksheet N°2. Read the instructions, check for comprehension of the activity and the words in the right column.
- Play the audio.
- Ask students if they were able to complete the task. If not, play the audio again.
- Check the activity together with your students.

- Ask them if they had any difficulty or which was the hardest part for them to understand.
- After completing the first three, play the second part of the audio and complete the next three items.

Use Comprehension Monitoring

Strategy: The teacher presents the video one part at a time.

Activity III

- Give out worksheet N°3.
- Ask students to work in pairs.
- Read the instructions of activity N°3 and check for comprehension of the questions.
- Play the audio again to help students comprehend the meaning of the words in context.
- Check with the whole class on the board.

Use Linguistic inferencing Strategy:

Play the audio and ask students to pay attention to the new vocabulary given in the worksheet and try to guess the meaning from their understanding of the text.

Use Cooperation Strategy: Learners work in pairs to discuss what they heard in order to complete the task.

Variation: If the words underlined are too advanced for the students' level, you can change the words to one more suitable for their knowledge. On the other hand, if the activity is not challenging enough, you can ask students to describe the underlined concept in English, without the use of the L1.

AFTER LISTENING

Activity IV

- Tell students they will now have to give advice to another teenager.
- Hand out worksheet N°4 to the students.
- Ask them to skim through the 3 problems presented in the worksheet.
- Discuss the three texts with the whole class, checking comprehension and introducing the meaning of the underlined words and phrases.
- Tell students to write a short piece of advice to one of the teenagers, elicit the use of one of the ideas in the box.
- Establish time limit for the activity and , after that, ask some students to share their advice with the whole class reading them out loud.

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Appendix A

Scheme and design validation of the interview

The following chart was completed by three teachers from Universidad de Concepcion in order to obtain information regarding the questions on the interview of the teachers so it was possible to get the most accurate results



Validación de entrevista

La presente entrevista, de carácter semi-estructurado, busca **detectar las principales complicaciones** con las que se encuentran los profesores de 1° y 2° de enseñanza media al momento de realizar una actividad de comprensión auditiva (listening). Así mismo, pretende revelar la importancia que tiene el desarrollo de esta habilidad. El objetivo de esta investigación es la **creación de material didáctico** que pueda aplicarse a pesar de dichas complicaciones y resalte la importancia del desarrollo de esta habilidad.

<p>Claridad de la pregunta: La formulación de la pregunta es precisa y entendible.</p> <p>(1) Incomprensible (2) Parcialmente clara (3) Muy clara</p>	<p>Relevancia: Busca revelar si la pregunta está dirigida a obtener información relacionada con el objetivo principal del estudio.</p> <p>(1) Irrelevante (2) Poco relevante (3) Relevante</p>
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	Claridad de la pregunta	Relevancia	Comentarios
1. ¿Con qué frecuencia realiza actividades de comprensión auditiva? ¿Una vez al mes? ¿Dos veces al mes? ¿Una vez a la semana?	1 – 2 – 3	1 – 2 – 3	
2. ¿Cuál es la ubicación de los alumnos dentro de la sala de clases cuando se hace una actividad de	1 – 2 – 3	1 – 2 – 3	

comprensión auditiva?			
3. Durante la actividad, ¿prefiere el trabajo individual, en parejas o en grupos?	1 – 2 – 3	1 – 2 – 3	
4. A. ¿Qué tipo de actividades prefiere planificar para introducir una actividad de comprensión auditiva (listening)?	1 – 2 – 3	1 – 2 – 3	
B. ¿Qué tipo de actividades prefiere planificar durante la actividad de comprensión auditiva (listening)? - Opción múltiple - Completación - Verdadero y falso, etc.	1 – 2 – 3	1 – 2 – 3	
C. ¿Qué tipo de actividades prefiere planificar posterior a la actividad de comprensión auditiva?	1 – 2 – 3	1 – 2 – 3	

<p>6 ¿Cuáles son las principales fuentes de material que utiliza para la práctica de comprensión auditiva? ¿Por qué prefiere esas fuentes? ¿Utiliza otra fuente de material aparte del libro del ministerio/liceo?</p>	<p>1 – 2 – 3</p>	<p>1 – 2 – 3</p>	
<p>7 ¿Cuáles son los obstáculos o complicaciones con los que se encuentra usted al momento de realizar una actividad de comprensión auditiva?</p>	<p>1 – 2 – 3</p>	<p>1 – 2 – 3</p>	
<p>8 ¿Cuáles son los problemas más típicos con los que se enfrentan los alumnos cuando desarrollan una actividad de comprensión auditiva?</p>	<p>1 – 2 – 3</p>	<p>1 – 2 – 3</p>	
<p>9 ¿Cómo evalúa el éxito o el fracaso de una actividad de comprensión auditiva?</p>	<p>1 – 2 – 3</p>	<p>1 – 2 – 3</p>	

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COMENTARIO GENERAL O SUGERENCIAS:



¡Muchas gracias por su colaboración!

Appendix B

Questions and Results of the Interview

The following chart presents the results obtained from the interview made to five teachers from the city of Concepcion. The answers are not as presented by the teachers but grouped based on their topic in order to classify the information and make it more understandable for the reader.

1. ¿Con que frecuencia realiza actividades de comprensión auditiva en cursos de primero y segundo año?
2. ¿Cuáles son las principales fuentes de material que utiliza para la práctica de comprensión auditiva?
3. ¿Cómo están dispuestos los asientos en la sala de clases?
4. Durante la actividad, ¿prefiere trabajo individual, en parejas o en grupos?
5. ¿Qué tipo de actividades realiza para?
 - a. introducir el listening
 - b. durante el listening
 - c. el cierre de un listening
6. ¿Cuáles son los obstáculos o complicaciones que usted sufre al momento de aplicar una actividad de comprensión auditiva?
7. ¿Cuáles son los problemas más comunes que los alumnos perciben cuando tienen que desarrollar una actividad de comprensión lectora?
8. ¿Cómo evalúa el éxito o el fracaso de una actividad de comprensión auditiva?

E P	Teacher N° 1	Teacher N° 2	Teacher N°3	Teacher N°4	Teacher N°5	
1	Every two weeks	Twice a month	Twice a week	Twice a month	Once a month	
2	School's book, Songs	School book's CD, Online Sources	School's book, Internet, Songs, Videos	Internet, Songs, School Book	Online sources, Videos, Songs	
3	Traditional	Circle	Traditional	U shape	Traditional	
4	Individual, In pairs	In pairs, In groups	Individual, in pairs	In pairs	In pairs, In groups	
5	a	Brainstorming, Predictions, Games	Brainstorming	Images	Brainstorming	Branstorming, Predictions, Images
	b	Fill in the gaps, Choose the correct order, Matching	Multiple choice, Fill in the gaps, Choose the correct order	matching, fill in the gap, answer the question	Fill in the gaps, Matching, Choose the correct order, Drawing	Fill in the gaps, Choose the correct order, Questions
	c	Metacognition, Revision	Metacognition	sing a song	Sing a song	Writing
6	Students attitude, Students proficiency	Technical, Students' attitude, Time	Technical, time, planning and lesson, teacher training	Technical, Students attitude	Technical, Time, School constrains	
7	Variety of accents and pronunciation	Students' frustration	variety of accents and pronunciation , text rhythm	Students' frustration	Students frustration, Variety of accents and pronunciation	
8	Revision of the activity	Revision of the activity, Reaction of the students	Revision of the activity	Revision of the activity, Reaction of the students	Reaction of the students	

