



# Including technology-enhanced listening in your language lessons

**A handbook for EFL contexts**

Mónica S. Cárdenas-Claros  
Kimberley Puentes-Dassonvalle  
Belén Cáceres-Ramírez  
Claudia Aliaga-Vivar  
Manuel Rios-Cittadini  
Paula Rodríguez-Arias

Viña del Mar, Chile  
May 2020



PONTIFICIA  
UNIVERSIDAD  
CATÓLICA DE  
VALPARAÍSO

INSTITUTO DE LITERATURA Y  
CIENCIAS DEL LENGUAJE



PONTIFICIA  
UNIVERSIDAD  
CATÓLICA DE  
VALPARAÍSO

# **Including technology-enhanced listening in your language lessons**



## **A handbook for EFL contexts**

Mónica S. Cárdenas-Claros  
Kimberley Puentes-Dassonvalle  
Belén Cáceres-Ramírez  
Claudia Aliaga-Vivar  
Manuel Ríos-Cittadini  
Paula Rodríguez-Arias

**Pontificia Universidad Católica de Valparaíso  
Instituto de Literatura y Ciencias del Lenguaje  
Viña del Mar, Chile  
May, 2020**



# Contents

Contents.....	1
List of tutorials .....	4
Introduction .....	5
Description .....	5
Who is this handbook for? .....	5
Handbook objectives .....	6
Handbook structure .....	6
How to use this handbook .....	7
Map of activities.....	9
About the authors.....	10
To cite this work.....	10
Disclaimer.....	10
1. What is technology-enhanced listening?.....	11
Features of technology-enhanced listening .....	11
Starting a computer-based listening project .....	12
Working with a combination of help options .....	13
Sources.....	15
2. Working with transcripts .....	16
Exploiting textbook resources .....	16
Urban legends .....	16
Urban art.....	18

Exploiting authentic input.....	20
Teens and fashion: Social pressure of brand name clothes .....	20
Lerou - a stress reliever device .....	22
Ten dreamed jobs you can have .....	23
Recycling and adapting online activities.....	25
Around town .....	25
Lifestyle change .....	27
Swiss Santa.....	28
Sources.....	30
3. Working with captions .....	32
Exploiting textbook resources .....	32
What is? Art movement & styles .....	33
Natural disasters .....	35
Exploiting authentic input.....	36
Who is Anne Frank? .....	36
Fear of missing out (FOMO).....	38
The wishy-washy washer woman .....	39
Recycling and adapting online activities.....	41
The rainforest.....	41
The world's greatest superfan .....	42
How to improve your study habits .....	43
Sources.....	44
4. Working with collaborative listening .....	46
General specifications.....	46
Exploiting textbook resources .....	48
The best of your job .....	48
Our favorite tech advances.....	51
Inside a book or a movie? .....	53
Exploiting authentic input.....	55
Let's get social.....	55
Failing in order to succeed .....	58
Recycling and adapting online activities.....	60

The hippo that lives in a house .....	60
20 years abroad .....	62
Music.....	64
Sources.....	66
5. Creating your own materials.....	67
Sources.....	71
6. Additional resources .....	72
Gauging your own materials.....	73
Appendix A: Affordances and restrictions of platforms and apps.....	75
Acknowledgements.....	86
Invitation .....	86

## List of tutorials

Discord	<a href="#">How to use Discord</a>
Instagram	<a href="#">How to create a fill in the gaps exercise</a> <a href="#">How to create a questionnaire</a> <a href="#">How to post highlighted stories</a> <a href="#">How to post/send stories</a> <a href="#">How to make a (vocabulary) quiz</a>
Facebook	<a href="#">How to make a survey</a> <a href="#">How to create a photo album</a>
Google	Meet- <a href="#">How to start your session</a> Google classrooms- <a href="#">How to set up a class and organize your folders</a> Google classrooms- <a href="#">How to link social media</a> Google classrooms- <a href="#">How to create themes</a> Google classrooms- <a href="#">How to create materials</a>
Microsoft Teams	<a href="#">How to create groups</a> <a href="#">How to create channels</a> <a href="#">How to upload materials to groups</a> <a href="#">How to upload audio files</a>
Telegram	<a href="#">How to set up your privacy settings and other options</a>
Watch2Gether	<a href="#">How to invite others to watch videos</a>
WhatsApp	<a href="#">How to use WhatsApp in your computer</a> <a href="#">How to start oral group discussions</a>
Zoom	<a href="#">How to enable rooms</a> <a href="#">How to set up Zoom meetings access</a>



## Introduction

### Description

In this handbook we have written, adapted, and designed a number of suggestions and activities that can be used by language teachers from different levels planning to introduce technology-enhanced listening as part of their English language classes. The *Including technology-enhanced listening in your language lessons* handbook was constructed using both underlying theories of L2 listening comprehension and design of computer-based listening materials. Although it builds upon theoretical and empirical research on computer-based listening conducted in Chile, it could be adapted to any other English as Foreign Language (EFL) teaching settings. The platforms used are also suitable for remote teaching.

### Who is this handbook for?

This handbook is primarily addressed to middle and high school language teachers, pre-service teachers, and university professors in charge of language teacher education. It is written in plain language to address a variety of audiences interested in integrating technology-based listening into their lessons or including listening activities/lessons into their remote teaching.

## **Handbook objectives**

- To spur the use of technology-enhanced L2 listening among middle and secondary school teachers.
- To familiarize middle and secondary school teachers with technology-enhanced listening concepts, activities, and available online materials.
- To introduce practical technology-enhanced listening activities for middle and secondary school teachers to use with their students.
- To showcase complete lessons where technologies are integrated for the development of listening comprehension skills.
- To suggest potential adaptations of available online resources that align to the contents developed in the Planes y Programas de Inglés and/or Textbooks provided by the Ministry of Education in Chile (MinEduc-Chile).

## **Handbook structure**

This handbook is structured into 6 parts. Part 1 contextualizes technology-enhanced L2 listening, describes its key features, and provides a set of guidelines for the implementation and use of help options.

Parts 2 to 4 delve into three particular areas of technology-based L2 listening:

- Working with transcripts,
- Working with captions, and
- Working with collaborative listening.

Each section in parts 2 to 4 starts with a simple definition and finishes with a set of sample activities that can be used and adjusted to different teaching contexts. The sample activities are presented into three categories:

- Activities linked to textbooks used in 2020.
- Activities developed using authentic input.
- Activities suggested from available online listening websites.

Each section also offers a variety of activities for independent work and synchronous listening, and employs user-friendly, free online applications and free/paid platforms. The main listening objectives addressed throughout the lessons and activities are the following:

- To activate background knowledge and vocabulary with captions/transcripts.
- To recognize speaker's use of language with captions/transcripts.
- To predict speaker's message and meaning with captions/transcripts.
- To identify main ideas and supporting details with the help of captions/transcripts.
- To identify specific details about particular topics using captions/transcripts.
- To compare both literal and implied meaning of aural messages using captions/transcripts.
- To confirm topic-specific vocabulary using captions/transcripts.
- To reinforce word segmentation skills using captions/transcripts.
- To map sounds and written words using captions/transcripts.

Now, some activities/lessons are suggested for individual work and some for collaborative work. In the ones promoting collaborative work, students are assigned roles and are held accountable for the information they need to focus on for comprehension, text reconstruction, and task completion.

Furthermore, part 5 encourages teachers to create their own materials. We offer suggestions with regards to input selection, features for task design, and affordances and restrictions of the online platforms and social media apps that were used for the design of the proposed activities.

Lastly, part 6 provides a list of websites with a myriad of activities that language teachers can use and even get inspired from to either adapt or create new materials for their language classrooms.

## **How to use this handbook**

The dynamic design of this handbook allows users to access materials through different paths. Users can access the materials by browsing the Table of Contents and directly clicking on the desired activity/lesson or section. Besides, throughout the pages, users will find colored words and/or phrases that link to the materials described.

As stated in the *Handbook structure* section, this handbook is organized by chapters and within each chapter we have sections. To ease viewing, we used colors to differentiate each part. Theoretical chapters use the canonical black and white background and font types; and Chapters 2, 3, and 4, which offer practical activities and suggestions, are presented as it follows:

- **Orange** for transcripts,
- **Green** for captions, and
- **Light blue** for collaborative listening.

Each activity/lesson in chapters 2, 3, and 4 starts on a new page. We offer a title, an objective, and a chart that summarizes information about the grade level it is addressed to (from 6th to 12th grade); the name of the textbook the activity/lesson is aligned with (textbooks currently used in Chile); the name of the unit and lesson where the activity/lesson is situated; and resources for activity/lesson completion. Resources are a-click-away from the users; they are grouped in one place and vary depending on the nature of the activity/lesson. Therefore, for those activities/lessons that rely on video-enhanced input, for instance, transcripts are not included.

Also, in each chapter you will find three sections: *Exploiting textbook resources*, *Exploiting authentic input*, and *Recycling and adapting online activities*. In the latter, the suggestions provided in the *procedure* are named by letters that correspond to specific screenshots found in the *materials* sections.

Furthermore, activities and/or lessons provide access to two or more of these resources:

**Input:** It refers to the aural information listeners are expected to interact with. It is presented in audio-only format, enhanced-video with captions, or playlists.

**Handouts:** They contain the proposed activities/lessons for students to work with. Aware of the diversity of contexts in which they might be used, we offer handouts that can be printed, downloaded, and completed at users' will. In some activities/lessons, particularly those that rely on authentic materials, any graphics and/or images are just suggestions; teachers are free to use their own as our goal is not to simply provide a bag of tricks for them, but to encourage them to create their own materials. Lastly, handouts can be accessed through hyperlinks from the procedure section or at the end of it.

**Transcript:** It is a verbatim transcription of the input materials. When transcripts have been enriched with glossed words and additional hyperlinks this is stated, and learners are encouraged to interact with them as suggested in the activity/lesson procedures.

**Answer key:** As in any other handbooks, answer keys are provided for exercises and activities that require a single answer. In some activities promoting interaction or in which the answers depend on the personal experience of the learner, they are not provided.

**Tutorials:** These are provided in the L1 of the users. As the handbook is primarily intended to be used in Spanish-speaking contexts, we have made every effort to ensure that these are easy to follow so that teachers can design and adapt their materials to meet the needs of their teaching contexts. Tutorials can be accessed through the list of tutorials and links embedded throughout the procedures of activities.

## Map of activities

Teachers planning to use the materials of this handbook can use this map of activities to better visualize where activities and/or lessons originate from with regards to grade levels, units, and lessons. It also provides information concerning the type of materials and the type of help options students are expected to interact with. This information can help teachers select individual activities to enrich their lessons or select full lessons to complement their teaching.

<b>Grade</b>	<b>Unit and lessons</b>	<b>Type of material</b>	<b>Afforded interaction</b>
6th grade	Unit 1, lesson D Unit 2, lesson B Unit 3, lesson A Unit 3, lesson B	Authentic material Suggested from website Suggested from website Suggested from website	Captions +collabora. Transcripts Transcripts Captions
7th grade	Unit 1, lesson 2 Unit 2, lesson 3	Authentic material Suggested from website	Transcripts Transcripts
8th grade	Unit 1, lesson 1 Unit 2, lesson 4 Unit 3, lesson 5	Authentic material Suggested from website Suggested from website	Transcripts Transcripts Transcripts
9th grade - Primero medio	Unit 1, lesson 5 Unit 1, lesson 4 Unit 2, lesson 1 Unit 3, lesson 1 Unit 3, lesson 6	Authentic material Adapted from textbook Suggested from website Adapted from textbook Suggested from website	Transcripts Collaborative work Captions Captions Transcripts
10th grade - Segundo medio	Unit 2, lesson 1 Unit 2, lesson 3 Unit 3, lesson 1	Adapted from textbook Authentic material Authentic material	Collaborative work Collaborative work Captions
11th grade - Tercero medio	Unit 1, lesson 1 Unit 2, lesson 1 Unit 3, lesson 3	Authentic material Adapted from textbook Authentic material	Collaborative + transc Captions Captions
12th grade - Cuarto medio	Unit 1, lesson 3 Unit 2, lesson 2 Unit 2, lesson 3	Adapted from textbook Adapted from textbook Adapted from textbook	Transcripts Transcripts Collaborative + transc

## About the authors

The activities compiled in this handbook consist of materials designed, developed, selected, and adapted by the team members of projects *Fondecyt de Iniciación* 1130456 (2014-2017) and *Fondecyt Regular* 1191804 (2019-2022). Acknowledgments of the materials used are included in each corresponding section of resources.

**Mónica S. Cárdenas-Claros** is an associate professor at the Instituto de Literatura y Ciencias del Lenguaje at Pontificia Universidad Católica de Valparaíso. She has extensively published in CALL journals worldwide on the topic of technology integration for language teaching, computer-based L2 listening, and blended language program evaluation.

**Kimberley Puentes-Dassonvalle** is a 9th semester pre-service teacher from the Carrera de Pedagogía en Inglés at PUCV.

**Belén Cáceres-Ramírez** is an 8th semester pre-service teacher from the Carrera de Pedagogía en Inglés at PUCV.

**Claudia Aliaga-Vivar** is a 5th semester pre-service teacher from the Carrera de Pedagogía en Inglés at PUCV.

**Manuel Ríos-Cittadini** is a 7th semester pre-service teacher from the Carrera de Pedagogía en Inglés at PUCV.

**Paula Rodríguez-Arias** is a 9th semester pre-service teacher from the Carrera de Pedagogía en Inglés at PUCV.

## To cite this work

Cárdenas-Claros, M., Puentes-Dassonvalle, K., Cáceres-Ramírez, B., Aliaga-Vivar, C., Ríos-Cittadini, M., & Rodríguez-Arias, P. (2020). *Including technology-enhanced listening in your language lessons: a handbook for EFL contexts*. Pontificia Universidad Católica de Valparaíso. Viña del Mar, Chile.

## Disclaimer

We have taken every measure to ensure an equitable design of materials taking into account the availability of resources for different groups of students, but the decision of implementation is ultimately that of teachers who are the ones familiar with their own teaching contexts.



## 1. What is technology-enhanced listening?

Technology-enhanced listening, also known as computer-based L2 listening, is a field of study located in Computer Assisted Language Learning studies. Technology-enhanced listening predominantly examines the use of digital applications that take advantage of the computer's ability to provide enhanced input. By computer, we mean a tablet, mobile phone, desktop computer and/or laptop.

### Features of technology-enhanced listening

In face-to-face contexts, language teachers use several tactics to make aural input or spoken information easier to comprehend. Teachers translate unknown words for students; use pictures and gestures; give students written scripts of aural texts; replay key segments; and contextualize texts to help learners understand. In technology-enhanced listening, these teachers' actions are performed through help options. Help options are embedded resources of a program that assist learners in performing computing operations and/or support language learning. These resources of a program take the form of transcripts, translations, captions, and subtitles; audio/video control buttons to rewind, pause, and forward texts; cultural notes that help learners contextualize the input for further understanding; and vocabulary lists presented through glossaries and dictionaries. Thus, using a computer to simply play an audio/video is not considered technology-enhanced listening. Interaction with help options and learner control are crucial.

Research shows that interaction with a diversity of help options may assist listeners in several ways:

- Reading a transcript of a text while listening to it may help listeners improve word recognition as most of the time listeners, particularly in EFL contexts, are first in contact with a word in its written form.
- Repeated interaction with audio/video control bars may help learners tackle issues to do with variation in speaker accents and fast speech rate.

- Interaction with cultural notes may enable L2 listeners to expand their knowledge and contents developed in the text they listened to.
- Glossaries and/or dictionaries present listeners with new word meanings that may aid schemata activation and contribute to the construction of meaning representation.

Nonetheless, teachers fear that with the extended use of help options learners develop entrenching strategies that do not allow them to perform properly in help option-free environments. In regard to this, we contend that listeners should be asked to reflect on how interaction with help options assist in comprehension and find ways to progressively remove the support provided.

## **Starting a computer-based listening project**

If this is the first time you set up a computer-based listening project or class, make sure you follow the suggestions below:

- Assess the available resources of your students. Will they be working from a computer, mobile phone, or tablet? Select, adapt, or design activities based on the affordances of the type of computer they have access to.
- Assess your students' use of applications. Make a short survey to know about the use of applications and have them self-assess their use for academic purposes.
- Select a virtual environment where you create links to all the applications your students will be using. Consider platforms such as Google classrooms, Padlet, Facebook groups, Microsoft Teams, etc.
- Create a learning community. Your students can create a learning profile to share with their classmates.
- Start your project using applications that are familiar to your students (i.e. Facebook, Instagram, TikTok, WhatsApp, Google Docs, Watch2Gether, etc.). As lessons advance, introduce new applications gradually. Learning the 'knots and bolts' of new applications require time and some students may be frustrated when having to deal with new ones.
- Give access to tutorials of the applications that you will be using. Preferably, in their L1. At times, we assume that because learners post pictures, videos, and comments on Instagram, for instance, they know the workings of it.
- Make sure you acknowledge the source of the input, textbooks, and online materials you used for your projects or individual lessons. Avoid unnecessary infringement of copyright issues.

- Adapt, design, and create activities that are engaging to the students and that address their listening goals.
- When working with authentic input, **do not** edit or grade the Text, but grade the **Task**.

## **Working with a combination of help options**

Teachers planning to include technology-assisted listening have to make the decision to work with a combination of help options, or devise activities focusing on just one or two. In fact, for language learners at low proficiency levels, it is better to use one or two options at a time. Here are six general guidelines to consider when advising students to do independent work.

1. In most websites for listening (e.g. Randall-Cyber listening lab, ELLO, etc.) pre-listening activities consist of vocabulary previews. Advise your students to take the time to familiarize with new words, expressions, and context of the situation. These measures help them activate background knowledge and make the transition for listening comprehension exercises smoother.
2. Suggest your students to use textual support (transcripts, captions, and/or subtitles) after completing comprehension exercises. Textual support counteracts the ephemeral nature of listening texts and allows listeners to revise and confirm text segments they have failed to understand.
3. Suggest your students to use feedback to their advantage. Most listeners swiftly change exercises after getting feedback on their performance without necessarily taking the time to revise and understand why their selection was correct or incorrect. Encourage them to try their best until they get all of their answers right.
4. Encourage repeated interaction with texts through the use of rewind/forward/pause buttons and bars. This may help students increase the possibilities for new words and expressions to be remembered. A key requirement of vocabulary learning is the provision of repeated encounters with the same word, even if this is presented incidentally through the same segment. Moreover, bimodal exposure to new words (written and aural) seems to aid pronunciation awareness.
5. Favor activities that require simultaneous use of textual support (transcripts, captions, etc.) and rewind/forward/pause buttons and bars to enhance word segmentation skill development. A major challenge for L2 listeners is to recognize where some words end and where new words begin in a stream of speech. This would be particularly helpful for Spanish-speaking students learning English as both languages use the Roman alphabet. Reading off from transcripts may also be beneficial to improve decoding of words in contexts where reading has been long the basis of language instruction.

6. Promote the use of the pause button to encourage students to stop and think about their processes. Using the pause button may help listeners take the time to monitor how much they have been (un)able to understand and plan accordingly.

Moreover, if you have access to some degree of face-to-face instruction or synchronous teaching, here is a set of suggestions that you may find useful:

1. Group help options according to their affordances. Most internet-based applications, such as YouTube, Edmodo, Vimeo, and listening sites exclusively devoted to listening comprehension development (e.g. Randall-Cyber Listening lab) offer a number of help options. Thus, it is advisable for teachers to direct students to work with those activities but focusing on particular help options. Introduce new ones progressively, instead of giving learners too many.
2. Allow limitless opportunities for students to interact with selected help options. Repeated interactions with help options make it easier for learners to accrete ideas about their usage.
3. Vary not only the type of texts, but also the type of exercises. Different types of exercises call for the use of different help options. Favor interaction with feedback in comprehension exercises presented in a multiple-choice format. Encourage the use of video control bars for forwarding, rewinding, and pausing texts for dictation cloze activities. And prompt learners to interact with cultural notes and vocabulary lists to prepare them for tasks demands.
4. Encourage individual reflections where students take note of what help option works best for them and under what circumstances. Teachers can ask students to keep written/oral open learning diaries which might serve as the basis for further reflections.
5. Foster small-group discussions and whole class reflections. First, in small groups, ask students to set up listening goals and identify the help options they find the most beneficial to address such goals; they have to provide reasons for that. Then, as a class, group the most common reasons across listeners, listening goals, and help options. You can also challenge students to try out new ways to use help options based on their own listening goals and the identified reasons. Lastly, ask students to compare and contrast the benefits or lack thereof.

## Sources

- Cárdenas-Claros, M., Campos-Ibaceta, A., & Vera-Saavedra, J. (In press). Patterns of interaction with help options: Towards empirically-based pedagogy. *Language Learning & Technology*.
- Cárdenas-Claros, M. (In press). Computer-based L2 listening. In C. Coombe, & H. Mohebbi (Eds). *Research Questions in Language Education and Applied Linguistics*. Springer: Berlin.
- Cárdenas-Claros, M., & Gruba, P. (2014). [Listeners' interactions with help options in CALL](#). *Computer Assisted Language Learning Journal*, 27(3), 228-245.
- Cárdenas-Claros, M., & Gruba, P. (2009). [Examining help options in CALL](#). *CALICO Journal*, 27(1), 69-90. Last accessed April 22, 2020.
- Hubbard, P. (2017). Technologies for teaching and learning L2 listening. In C. Chapelle & S. Sauro (Eds.), *The Handbook of Technology and Second Language Teaching and Learning*, pp. 93-106. Hoboken, NJ: Wiley Blackwell.



## 2. Working with transcripts

Transcripts are written representations of spoken texts. They are different from captions since transcripts can be accessed before or after the listening episode, and on a few occasions simultaneously. This makes transcripts a versatile help option as listeners can use them in different moments of the listening activities, hence teachers can plan accordingly.

### Exploiting textbook resources

For this section we adapted two main activities taken from MinEduc-Chile textbooks.

#### Urban legends

**Objective:** To identify specific information using transcripts.

<b>Grade level</b>	12th	<b>Textbook</b>	Tune up - Student's book
<b>Unit 1</b>	People and our beliefs	<b>Lesson 3</b>	Urban legends p. 20
<b>Resources</b>	<b>Input:</b> Audio 1: Urban legends <b>Transcript:</b> Transcript 1: Urban legends <b>Tutorials:</b> Instagram: Fill in the gaps Instagram: Questionnaire Instagram: Stories highlighted <b>Apps:</b> Instagram, WhatsApp, Gmail.		

## Procedure

1. Check the lesson from the textbook first: [Tune up - Student's textbook, page 20](#).
2. The activities can be done independently and asynchronously.
3. To activate background knowledge, encourage students to answer the three questions in the pre-listening activity on page 20. These are:
  - a. What kind of stories do you prefer? (e.g. romantic, horror, science fiction, drama)
  - b. Why do you like them?
  - c. What are spooky stories?
4. Have them look up adjectives such as: spooky, ghostly, scared, frightened, and nervous to prompt their answers.
5. The transcript will be used in the while-listening section (activity 10) to aid text comprehension. This is a fill-in-the-gap exercise.
6. To prepare the activity, edit the [transcript](#) and divide it into smaller units following the sentences (a, b, c, d, and e) given in the textbook as examples.
7. Double-check to make sure that you erased the sections that contain the answer and replaced them for a gap.
8. On the Instagram account you have as a class, create different stories with each transcript segment and use the poll feature to add two possible answers ([tutorial](#)). Or use the questionnaire feature to create multiple-choice questions ([tutorial](#)).
9. Do not paraphrase the correct answer. Make sure that it is a verbatim transcription of what students would listen to. To create the incorrect ones, we suggest that you provide options using words that change the meaning entirely but resemble the sounds of the correct answer.
10. Leave the stories you posted as highlights ([tutorial](#)). In this way, students will have unlimited access and not just 24 hours as regular Instagram stories.
11. Students will have one opportunity to answer, and as soon as they do it, the questionnaire will show the correct answer.
12. Now you are ready to share the [audio](#) file with students (WhatsApp group or Gmail).
13. Students can play the audio as many times as they need. Have them watch the Instagram stories to check comprehension.

## Materials

[How to post/send an Instagram story](#)

[Tune up - Student's textbook - MinEduc-Chile](#)

## Urban art

**Objective:** To collaboratively compare literal and implied meaning of aural messages with transcripts.

<b>Grade level</b>	12th	<b>Textbook</b>	Tune up - Student's book
<b>Unit 2</b>	The arts and their influence	<b>Lesson 2</b>	Urban art pp. 35-36
<b>Resources</b>	<p><b>Input:</b> <a href="#">Audio 2: Urban art</a>  <b>Transcript:</b> <a href="#">Transcript 2: Urban art</a>  <b>Tutorials:</b> <a href="#">How to use Discord</a>  <a href="#">Facebook: Photo album</a>  <a href="#">Facebook: Survey</a>  <b>Apps:</b> Facebook, WhatsApp or Discord.</p>		

### Procedure

1. This activity can be done independently and asynchronously.
2. Have students work with the pre-listening exercises provided on page 35 of their [Tune up textbook](#).
3. The transcript will be used in the while-listening activity to confirm understanding.
4. Share the [audio](#) file through your WhatsApp group or Discord ([tutorial](#)).
5. Ask students to individually listen to the interview and to take notes in four categories:
  - a. First attempts with graffiti
  - b. Political and social commentary
  - c. Chile vs. Europe
  - d. Changes in street art
6. Using their notes, have students answer these questions:
  - a. How did Inti become interested in graffiti?
  - b. Where does Inti's inspiration for graffiti work come from?
  - c. What is the difference between graffiti work in Chile and Europe?
  - d. How has street art changed?
7. To complete any missing information, ask students to work in pairs, read the [transcript](#), and highlight and name the lines they based their answers on.
8. Ask each pair of students to post on a Facebook photo album a picture of the transcript with its corresponding highlighted lines ([tutorial](#)). For the description of their post, ask them to briefly explain how the transcript helped them answer the questions.
9. After the deadline for the activity, create and post the answer key on your Facebook group.
10. Ask your students to compare their answers with the answer key and comment on how many answers they had right. Alternatively, you can make a survey for students to select the number of correct responses ([tutorial](#)).

**Materials**

[Tune up - Student's book - Educrea](#)

## Exploiting authentic input

Working with transcripts can also be done through the use of authentic audio-only materials. The examples provided below suggest the use of transcripts at different stages of a lesson. In pre-listening activities, you can use transcripts to help learners activate background knowledge and to preview vocabulary. In while-listening sections, you can use transcripts to help listeners develop word segmentation skills and be aware of pronunciation cues. When texts are too fast or too difficult for students to understand, they can use transcripts to aid task completion and text comprehension. In post-listening sections, transcripts can be used to confirm whether answers are correct or incorrect, to map sounds into written form of words, and to expand students' vocabulary.

### Teens and fashion: Social pressure of brand name clothes

**Objective:** To activate background knowledge and vocabulary related to fashion with transcripts support.

<b>Grade level</b>	7th	<b>Textbook</b>	English 7° - Student's book
<b>Unit 1</b>	Feelings and opinions	<b>Lesson 2</b>	My fashionable friends p. 18
<b>Resources</b>	<p><b>Input:</b> Audio 3: Teens &amp; fashion  <b>Handout:</b> Handout 3a: Teens and fashion                  Handout 3b: Teens and fashion  <b>Transcript:</b> Transcript 3: Teens and fashion  <b>Answer key:</b> Answer key: Handout 3b  <b>Tutorials:</b> Teams: How to make groups                  Teams: How to create channels                  Teams: How to upload materials                  Teams: How to add audios  <b>Platform:</b> Microsoft Teams</p>		

### Procedure

1. For this activity, transcripts are used as a pre-listening activity as they give students the freedom to preview the text and vocabulary ahead of the input materials.
2. The pre-listening activity promotes synchronous, collaborative work. The while-listening activity that follows should encourage asynchronous, individual work.
3. Now, teachers should go step by step to prepare the materials for this pre-listening activity:
  - a. Divide the transcript into three text segments and in each text segment select vocabulary words unknown to the students. Favor words that could be represented with a picture.

- b. Make sure that you select the same number of vocabulary words across text segments. That is, segment A: four words; segment B: four words, segment C: four words, for instance.
  - c. Make a Handout that collects all transcript segments and pictured items (check this material [Handout 3a](#)).
4. Create a Class group in Microsoft Teams ([tutorial](#)) and 3 channels in it ([tutorial](#)).
5. Post the individual transcript segments provided in part b of Handout 3a in each channel's wall along with the pictures ([tutorial](#)).
6. Ask students in each channel to collaboratively read from the transcript and match the words in bold with the pictures posted.
7. Group your students together and check each group's answers as a Class.
8. Do some pronunciation drills and make sure students record the items/expressions in their notebooks/laptops.
9. Post the audio file for the class ([tutorial](#)).
10. Ask students to listen to the text on their own and share [Handout 3b](#).
11. Ask students to work independently to complete activities 1 and 2 from the while-listening section.
12. Suggest students to read along from transcripts to confirm comprehension and to find synonyms and antonyms to complete the vocabulary activity in the post-listening section.

## **Materials**

[Handout 3a: Teens and fashion](#)

[Handout 3b: Teens and fashion](#)

[English 7° - Student's book - MinEduc-Chile](#)

## Lerou - a stress reliever device

**Objective:** To confirm understanding of texts with the support of transcripts.

<b>Grade level</b>	8th	<b>Textbook</b>	English 8° - Student's book
<b>Unit 1</b>	Information and communication technologies	<b>Lesson 1</b>	The world of Apps p. 6
<b>Resources</b>	<b>Input:</b> <a href="#">Audio 4: Lerou</a> <b>Handouts:</b> Handout 4a: Lerou images Handout 4b: Lerou <b>Transcript:</b> <a href="#">Transcript 4: Lerou</a> <b>Tutorial:</b> <a href="#">Instagram: How to create a quiz</a> <b>Apps:</b> Instagram, Facebook		

### Procedure

1. For this activity transcripts are used to confirm understanding of the aural input. It is suggested for individual and asynchronous work.
2. In preparation for this activity, create a vocabulary quiz on Instagram ([tutorial](#)) using these words: head, device, relieve stress, relax, calm down, massage, shapes, and sizes (some suggested images are provided for you in [Handout 4a](#)).
3. To activate vocabulary knowledge, ask students to complete the vocabulary quiz and record in their notebooks the items they got incorrect.
4. Post the [audio](#) file and [Handout 4b](#) in your Facebook group.
5. Advise your students to listen to the audio several times. Then, they have to create an ad for the product that is being described.
6. Encourage repeated interaction with **audio control bars**.
7. Ask listeners to post their ad in the Facebook group.
8. Share the [transcript](#) with the students and ask them to read it and compare their ad to the written description.
9. As a class, have them give likes to those posts whose drawing is closest to the commercially available Lerou's ad: [here](#).

### Materials

[Handout 4a: Lerou images](#)

[Handout 4b: Lerou](#)

[Additional material: Handout 4b - Lerou Ad Image](#)

## Ten dreamed jobs you can have

**Objective:** To identify main ideas and supporting details with the help of transcripts.  
To help learners become aware of pronunciation cues.

<b>Grade level</b>	9th	<b>Textbook</b>	Teens in motion - Student's book
<b>Unit 1</b>	Joy from work	<b>Lesson 5</b>	What is your job? pp. 33-37
<b>Resources</b>	<b>Input:</b> <a href="#">Audio 5: Ten dreamed jobs</a> <b>Handout:</b> Handout 5: Ten dreamed jobs <b>Transcript:</b> <a href="#">Transcript 5: Ten dreamed jobs</a> <b>Answer key:</b> <a href="#">Answer key: Handout 5</a> <b>Tutorial:</b> <a href="#">Zoom: How to enable rooms</a> <b>Platform:</b> Zoom		

### Procedure

1. Transcripts in this activity are used to promote task completion in the while-listening section and to help learners become aware of pronunciation in the post-listening section.
2. The activity encourages collaborative work, and it is suggested for contexts with access to platforms that afford synchronous work. In this case, we suggest using Zoom.
3. Share [Handout 5](#) with your students and have them discuss the questions provided in the pre-listening section.
4. For the while-listening section, share the three comprehension questions below using the chat function in Zoom:
  - a. What are the abilities required for the job?
  - b. What are the main responsibilities?
  - c. Why is it a dream job?
5. Model the activity by playing the description for job 1 ([audio file](#)).
6. Ask students to work in groups of three.
7. Create groups/rooms in Zoom ([tutorial](#)) depending on the number of students you have.
8. Assign each student in the group two job descriptions. That is, student 1: jobs 1 and 3; student 2: jobs 2 and 5; student 3: jobs 4 and 6 (as shown in Handout 5).
9. Have students talk to each other in their Zoom groups and make sure that all of them know who is in charge of what job description.
10. Ask students to listen to the audio individually and to take notes to answer the comprehension questions of the assigned job.
11. Encourage students not to interrupt or talk as they interact with the audio control bar.
12. Once each group member answers his/her questions, have students complete the information for the six jobs.

13. Share the [transcript](#) with the students and have them check spelling and complete missing information in the chart. Share the [answer key](#) if needed.
14. As a post-listening activity, encourage students to play the audio again and read along from transcripts to become aware of pronunciation cues.
15. Have them focus on the red words in the transcript as stated in Handout 5. They should take turns to pronounce them.

## **Materials**

[Handout 5: Ten dreamed jobs](#)

[Teens in motion - Student's book - MinEduc-Chile](#)

## Recycling and adapting online activities

Most online based applications offer transcripts and teachers can direct their students' efforts to use them to their advantage to facilitate vocabulary learning and word segmentation skills development, and/or to reinforce pronunciation. At times, as in the case of some of the selected online activities for this handbook, listeners overlook transcripts since these are usually presented in confusing or hidden locations. In that case, it is important for students to have additional instructions: teachers can provide them with screenshots of where transcripts can be found, and advice on when and how to use them.

### Around town

**Objectives:** To activate background knowledge and vocabulary related to directions and places with transcripts support.

To reinforce vocabulary related to directions using transcripts.

<b>Grade level</b>	6th	<b>Textbook</b>	Stepping up - Student's book
<b>Unit 2</b>	Around town	<b>Lesson B</b>	How do I get there? pp. 46 - 48
<b>Resources</b>	<p><b>Input:</b> <a href="#">Audio 6: Giving directions</a>  <b>Handout:</b> Handout 6: Giving directions exercises  <b>Transcript:</b> <a href="#">Transcript 6: Giving directions</a>  <b>Answer key:</b> <a href="#">Answer Key: Handout 6</a></p>		

### Suggested adaptations

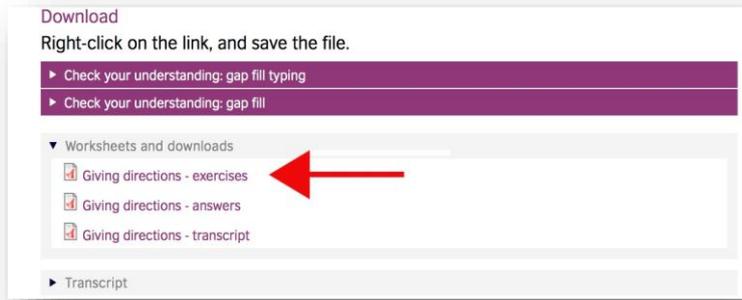
1. The complete lesson can be found in this link: [Learnenglishteens.britishcouncil](https://www.learnenglishteens.britishcouncil.org/).
2. Ask your students to download the [Handout 6](#) before listening to the audio as shown in **(A)**.
3. Suggest students to complete the preparation exercise of Handout 6 before listening to the audio.
4. Tell your students to do the fill in the gaps activities 1 and 2 located under the heading *Check your understanding: gap fill* (Handout 6, page 2) while they listen to the [audio](#) **(B)**. They should listen twice for each exercise.
5. Finally, ask your students to download the [transcript](#) and the [answer key](#) **(C)**, and have them compare their answers.

### Materials

[Handout 6: Giving directions exercises](#)

Stepping up - Student's book - MinEduc-Chile

A



B



C



## Lifestyle change

**Objectives:** To activate background knowledge and vocabulary related to healthy habits with transcript support.

To identify main ideas and supporting details with the help of transcripts.

<b>Grade level</b>	7th	<b>Textbook</b>	English 7° - Student's book
<b>Unit 2</b>	Healthy habits	<b>Lesson 3</b>	Healthy food pp. 36 - 44
<b>Resources</b>	<b>Input:</b> <a href="#">Audio 7: Healthy life</a> <b>Handout:</b> Handout 7: Lifestyle change <b>Transcript:</b> <a href="#">Transcript 7: Lifestyle change</a> <b>Answer key:</b> <a href="#">Answer key: Handout 7</a>		

### Suggested adaptations

1. The complete lesson can be found in this link: [ello - healthy life](#)
2. As a pre-listening, have your students access the *Vocab tab* and do the exercise **(A)**.
3. Ask students to listen to the [audio](#) while they read along from the [transcript](#) **(B)**.
4. Ask students to listen to the audio twice while they complete the *Quiz section* **(C)**.

### Materials

[Handout 7: Lifestyle change](#)

[English 7° - Student's book - MinEduc-Chile](#)

The image shows three screenshots of the ELLLO interface, each with a red arrow pointing to a specific tab:

- A:** The 'Quiz' tab is selected. The text reads: "Answer these questions about the interview. 1) He had problems with his \_\_\_\_\_."
- B:** The 'Script' tab is selected. The text shows a dialogue: "Sarah: So John, you told me about the p... it is. But why did you decide to eat like th..."
- C:** The 'Vocab' tab is selected. The text reads: "Learn Vocabulary from the lesson".

## Swiss Santa

**Objectives:** To identify main ideas and supporting details with the support of transcripts.  
To activate background knowledge and vocabulary related to countries, cultures, and customs with the transcript.

<b>Grade level</b>	8th	<b>Textbook</b>	English 8° - Students' book
<b>Unit 2</b>	Countries, cultures, and customs	<b>Lesson 4</b>	Culture and Heritage pp. 48 - 56
<b>Resources</b>	<b>Input:</b> <a href="#">Video 8: Swiss Santa</a> <b>Exercises &amp; script:</b> 838 Swiss Santa		

### Suggested adaptations

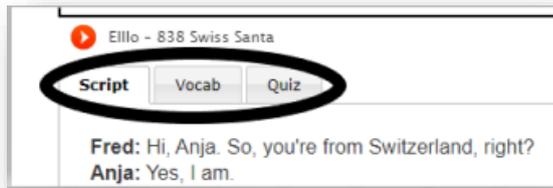
1. You can find the complete lesson here: [ello - Swiss Santa](#).
2. Ask students to get familiar with the three components of the activity before watching the [video](#), these are: [Script, Vocab, and Quiz \(A\)](#).
3. Ask students to interact with and complete the *Vocab* part before listening to the audio **(B)**.
4. Ask students to listen to the audio a minimum of three times. The first one, they should listen for global comprehension, the second one to answer the *Quiz*, and the last one to assess their performance.
5. Encourage the use of pause and stop buttons for students to digest and think of their answers.
6. Have students use the transcript to solve any doubts or to confirm the correctness of their answers **(C)**.

### Materials

[Handout 8: 838 Swiss Santa](#)

[English 8° - Student's book - Mineduc](#)

A



B



C



## Sources

- Arenas, J., Curwen, H., & Pontón, S. (2019). *7º básico Student's book*. (1st ed.). UD Publishing. Retrieved from [Inglés 7º básico. Student's Book](#). Last accessed on April 22, 2020.
- British council. (s.f). Giving directions. Retrieved from <https://learnenglishteens.britishcouncil.org/skills/listening/elementary-a2-listening/giving-directions>. Last accessed on April 22, 2020.
- Campos-Ibaceta, A., & Cárdenas-Claros, M. (2016). *The listening challenge: helping L2 learners comprehend with transcripts*. IATEFL-Chile. Universidad San Sebastián, 22-23 julio.
- Cárdenas-Claros, M. S., & Campos-Ibaceta, A. (2018). [L2 listeners' use of transcripts: from reasons to practice](#). *ELT Journal*, 72(2), 151-161. Last accessed on April 22, 2020.
- Contreras, E., Haverland, R., & Huck, L. (2016). *Tune Up Students' Book IV medio*. (4th ed.). Richmond ELT.
- Contreras, E., Haverland, R., & Huck, L. (2016). *Tune Up. Student's book IV medio*. (4th ed.). Richmond ELT. Retrieved from [Inglés 4º medio. Student's Book](#). Last accessed on April 22, 2020.
- Contreras, E., Haverland, R., & Huck, L. (2016). *Tune Up Teacher's' Book IV medio*. (4th ed.). Richmond ELT. Retrieved from [Inglés 4º medio. Teacher's Book](#). Last accessed on April 22, 2020.
- English Listening Lesson Library Online. (s.f). *Swiss Santa*. Retrieved from <http://www.ello.org/english/0801/T838-Anja-Santa.htm>. Last accessed on April 22, 2020.
- English Listening Lesson Library Online. (s.f) *Lifestyle change*. Retrieved from <http://www.ello.org/english/1401/1412-John-Sarah-Healthy-Life.htm>. Last accessed on April 22, 2020.
- Future Tech (2020, March 11). *9 new tech gadgets 2020* [Video]. YouTube. <https://www.youtube.com/watch?v=-2VWMdZ28Js>. Last accessed on April 22, 2020.
- Olate, S., & Meza, M. (2018). *Stepping Up Student's book 6º básico*. (2nd ed.). Ediciones Cal y Canto. Retrieved from [Inglés 6º básico. Student's Book](#). Last accessed on April 22, 2020.

Soto, C., Curwen, H., & Pontón, S. (2019). *8º básico Student's book*. (1st ed.) UD Publishing. Retrieved from [Inglés 8º básico. Student's Book](#). Last accessed on April 22, 2020.

Teen Kids News. (2018, December 1). *Teens and fashion: Social pressure of brand name clothes* [Video]. YouTube. <https://www.youtube.com/watch?v=skJBILXp8F0>.

The Talko. (2016, March 7). *Ten dreamed jobs* [Video]. YouTube. <https://www.youtube.com/watch?v=9mCtNyomJOM>. Last accessed on April 22, 2020



### **3. Working with captions**

Interaction with captions can potentially enable learners to improve comprehension. Different studies have shown that when learners use captions effectively, they comprehend texts better, are able to match written words and sounds more efficiently, recall contents and vocabulary for longer periods of time, and become aware of pronunciation cues.

#### **Exploiting textbook resources**

In this section, you will find two samples which were designed following the topics from the corresponding textbook for each grade. We only provide authentic input to exemplify how to work with captions effectively since most current textbooks used in Chile offer audio-only materials.

## What is? Art movement & styles

**Objective:** To identify specific details about art movements and styles using captions.

<b>Grade level</b>	9th	<b>Textbook</b>	Teens in motion - Student's book
<b>Unit 3</b>	The arts	<b>Lesson 1</b>	Inspiring artists p. 95-99
<b>Resources</b>	<b>Input:</b> <a href="#">Playlist 9: What Is? Art movements &amp; styles</a> <b>Tutorial:</b> <a href="#">Zoom: How to create rooms</a> <b>Apps &amp; platforms:</b> Facebook, YouTube, Zoom.		

### Procedure

1. In this activity captions are used to aid text comprehension during the while-listening section.
2. The activity is to be developed in two parts. The first part promotes independent work and can be done asynchronously. The second part promotes collaborative and synchronous work within small groups. For that, we suggest using Zoom.
3. For the first part of the activity assign each student one video from the following playlist on YouTube: [What Is ? Art movements & styles](#). Make sure to assign an equal number of the different videos.
4. Share the link of the playlist through your Facebook group with the list of students and the name of the video each one was assigned.
5. Suggest students to play the video once with no captions (to focus on global understanding) in order to answer the question:
  - a. Is the speaker friendly or unfriendly?
6. Ask students to play the video a second time using the captions to focus on specific details: (a) characteristics of the art movement and (b) 5 key words. Have students write down those concepts and look up their meaning. Also, ask students to write down the characteristics of the art movement they watched. The idea is to keep a record of everything.
7. For the second part of the activity, use the group formation or room creation feature in Zoom ([tutorial](#)) and create 8 groups (8 videos: Dada, Impressionism, Avant garde, Symbolism, Surrealism, Expressionism, Pop art, and Realism).
8. Have students work with the classmates that were assigned the same video.
9. Ask them to share the vocabulary list and write down the new words they heard from their peers (if there are any) on their personal lists.
10. Have students share and discuss the key characteristics of the art movement they were assigned.
11. Ask students to create a piece of art that contains some of the characteristics mentioned in the videos. For this, they can delegate the artistic work to one member of the group.

12. Ask students to choose a speaker who should explain to the rest of the class what art movement they discussed and how their drawing is related to it.

**Materials**

[Teens in motion - Student's book - MinEduc-Chile](#)

## Natural disasters

**Objectives:** To activate background knowledge and vocabulary related to natural disasters with captions.

To confirm vocabulary related to natural disasters using full caption support.

<b>Grade level</b>	11th	<b>Textbook</b>	Global English - Student's book
<b>Unit 2</b>	Two of the elements	<b>Lesson 1</b>	Earth
<b>Resources</b>	<b>Input:</b> <a href="#">Video 10: Worst natural disasters in human history</a> <b>Handout:</b> Handout 10: Natural disasters <b>Answer key:</b> <a href="#">Answer key: Handout 10</a> <b>Tutorial:</b> <a href="#">Telegram</a> <b>Apps:</b> WhatsApp, Facebook, Telegram.		

### Procedure

1. In this activity captions are used in the while-listening section to aid task completion and to confirm understanding.
2. The activity is to be developed in two parts. The first part promotes independent work and can be done asynchronously. The second part promotes collaborative work and should be developed synchronously with the group members.
3. For the first part, post the two questions that appear in the pre-listening section of [Handout 10](#) in your WhatsApp group or Telegram channel ([tutorial](#)), and ask students to share their answers.
4. Then, share the link for the [video](#).
5. Ask your students to watch the video at least two times with the captions off in order to complete the chart in the while-listening section of Handout 10.
6. Then, ask students to watch the video with the captions on and complete the missing information in the chart.
7. Suggest confirming the answers using the [answer key](#). If there is a mistake, they should take the time to correct the chart.
8. For the second part, create a photo album on your Facebook group ([tutorial](#)) where students can upload the material they will be creating.
9. Ask students to create a video using the instructions provided in Handout 10.
10. Have students share their videos on the Facebook group and encourage them to comment on each other's work.

### Materials

[Handout 10: Natural disasters](#)

## Exploiting authentic input

Videos uploaded to YouTube offer these days several possibilities for students to work with captions to meet different listening goals. Be aware that in some cases captions are faulty, words are misspelled, and sound and words are not fully synchronized. However, in some other cases, videos in addition to offering captions offer texts of key actions and events. These features can be exploited for comprehension development as showcased in the sample activities below.

### Who is Anne Frank?

**Objectives:** To confirm main events in Anne Frank's life with the support of captions.  
To reinforce word segmentation skills using captions.

<b>Grade level</b>	10th	<b>Textbook</b>	Teens in motion - Student's book
<b>Unit 3</b>	Outstanding people	<b>Lesson 1</b>	Inspiring Artists - pp. 95 - 98
<b>Resources</b>	<b>Input:</b> <a href="#">Video 11: Who was Anne Frank?</a> <b>Handout:</b> Handout 11: Anne Frank. <b>Answer key:</b> <a href="#">Answer Key: Handout 11</a> <b>Tutorial:</b> <a href="#">How to use Discord</a> <b>Apps:</b> WhatsApp, Facebook.		

### Procedure

1. In this lesson, captions are used in the while-listening section to ensure effective task completion.
2. The lesson can be worked independently and asynchronously.
3. To activate background knowledge have students complete exercises 1 and 2 of the pre-listening section in [Handout 11](#)
4. Have students look up for the following words and expressions: break out, flee, raids, occupy, hide, and, blame and tight grips.
  1. Share the [video link](#) with your students via WhatsApp or Discord ([tutorial](#)).
  2. Have students watch the video with no captions and complete the timeline in Handout 11.
  3. Encourage repeated interaction with the video control bar.
  4. Have students watch the video with the captions on and check their answers.
  5. Encourage students to pay close attention to how linking sounds are used by the speaker as shown in exercise 2 of the post-listening section.
  6. Have students write a 5-line letter responding to one of Anne's diary entries and post them in your Facebook group

### Materials

[Handout 11: Anne Frank](#)

Teens in motion - Student's book - MinEduc-Chile

## Fear of missing out (FOMO)

**Objective:** To map sounds into written words using full captions.  
To reinforce vocabulary related to mental health using full captions.

<b>Grade level</b>	11th	<b>Textbook</b>	Get real English - Student's book
<b>Unit 3</b>	Health and modern life	<b>Lesson 3</b>	Brain fitness pp. 73 - 77
<b>Resources</b>	<b>Input:</b> <a href="#">Video 12: What is FOMO (and how to get over it)</a> <b>Handout:</b> Handout 12: FOMO <b>Tutorial:</b> <a href="#">How to use Discord</a> <a href="#">Facebook: How to make a survey</a> <b>Apps &amp; platforms:</b> WhatsApp or Discord, Facebook		

### Procedure

1. In this activity captions are used in the post-listening section to map sounds into written words. It is to be worked independently and could be done asynchronously
2. Share the [video link](#) using your WhatsApp group or Discord ([tutorial](#)).
3. Instruct your students to listen to the text in one go for the first time and write down parts/ words/ phrases they are unable to understand.
4. Have your students use the pause/rewind/ forward buttons/bars to increase repeated exposure to the text and to focus on those parts they were unable to understand.
5. Share with your students [Handout 12](#) and have them individually classify words they are unable to recognize from the video in three categories:
  - a. words they do not understand,
  - b. words they do not know, and
  - c. words they are not sure about.
6. Additionally, ask your students to assess what component of vocabulary recognition (pronunciation, meaning and use in context) they were not able to understand and how important each word is for comprehension.
7. Ask listeners to guess and write the meaning of the words they were unsure about.
8. Have your students use the captions to map the sounds they hear onto the actual written forms and confirm spelling.
9. Create a survey using Facebook ([tutorial](#)) and as a class identify the most recurrent unknown words.
10. Have students use online dictionaries to find the meaning of words and do some pronunciation drills.

### Materials

[Handout 12: FOMO](#)

[Get real English - Student's book - MinEduc-Chile](#)

## The wishy-washy washer woman

**Objectives:** To identify main actions with the support of partial captions.  
To collaboratively create a song that describes actions.

<b>Grade level</b>	6th	<b>Textbook</b>	Stepping up - Student's book
<b>Unit 1</b>	Food and health	<b>Lesson D</b>	What are you doing? pp. 22 - 25
<b>Resources</b>	<p><b>Input:</b> <a href="#">Video 13: Wishy washy washer woman</a>  <b>Handout:</b> Handout 13: The wishy washer  <b>Answer key:</b> <a href="#">Answer key: Handout 13</a>  <b>Tutorial:</b> <a href="#">How to start a class in Google Classroom</a>  <b>Apps:</b> Google Classroom, TikTok.</p>		

### Procedure

1. In this activity, partial captions are used in the while-listening section.
2. This activity promotes both individual and collaborative work and works well in mixed-ability classes. Individual work can be done asynchronously, and collaborative work is to be done synchronously.
3. Start your Google classroom ([tutorial](#)) and post all the materials (video link, [Handout 13](#)).
4. To help students activate background knowledge, have them think and share in small groups their favorite books/ stories they read as children.
5. Explain that the Wishy-washy washer woman is inspired by a popular children's book collection from New Zealand written by Joy Cowley.
6. Suggest students to pay attention to the captioned actions that appear on the left of the screen and share the [video](#) link.
7. Based on the student's language abilities, make groups of four and assign each student one of the four roles: action matcher, text constructor, language identifier and lyrics creator.
  - a. The action matcher needs to match the action pictures with the description.
  - b. The text constructor needs to order the actions in the order they are described.
  - c. The language identifier needs to complete the sentence using the correct verb form.
  - d. The lyrics creator needs to add two more actions to the lyrics of the song using the same beat.
8. Have students work individually in each of their assigned tasks.
9. Have students share the answers of the assigned parts using a Google Drive folder and all the group members to check for correctness.

10. Have students add actions to the song created by the lyrics creator and create a TikTok video.
11. Have each group share their TikTok video in their Google Classroom.

Materials

[Handout 13: The wishy washer](#)

[Stepping up - Student's book - MinEduc-Chile](#)

## Recycling and adapting online activities

Captions are also offered in online websites, but they rarely offer suggestions on how they can be exploited for language learning. If your goal is comprehension, make sure transcripts are used as part of post-listening activities. If the goal is vocabulary learning partial or key word captions work well as learner's attention is directed to parts of the video. If your lessons' goal is to help students become proficient in pronunciation make sure you list those words you are interested in to help students learn how to pronounce them.

### The rainforest

**Objectives:** To activate background knowledge and vocabulary related to natural habitats using transcripts.

To identify main ideas and supporting details with the support of transcripts.

<b>Grade level</b>	6th	<b>Textbook</b>	Stepping up - Student's book
<b>Unit 3</b>	Natural world	<b>Lesson A</b>	What is the rainforest? pp. 74 - 77
<b>Resources</b>	<b>Input:</b> <a href="#">Video 14: the rainforest</a> <b>Handout:</b> Handout 14: The Rainforest - Quiz & transcript		

### Suggested adaptations

1. Find the complete activity here: <https://eslvideo.com/quiz.php?id=22982>
2. Make sure students are familiar with the following vocabulary: backyard, warm climate, inches, degrees, rainfall, rainforest.
3. Before listening, ask your students to activate the captions of the video as in **(A)**.
4. Tell your students to make a list with the words related to the rainforest or the natural world while they are listening.
5. Finally, they should take the quiz that is on the website.

### Materials

[Handout 14: The rainforest - Quiz & transcript](#)

[Stepping up - Student's book - MinEduc-Chile](#)



### The world's greatest superfan

**Objectives:** To activate background knowledge and vocabulary related to sports and free time activities with transcripts support.

To identify main ideas and supporting details with the support of captions.

<b>Grade level</b>	7h	<b>Textbook</b>	English 7° - Student's book
<b>Unit 3</b>	Sports and free time activities	<b>Lesson 5</b>	The Wonderful World of Sports pp. 66 - 77
<b>Resources</b>	<b>Input:</b> Video 15: World cup 2014 <b>Exercises:</b> Exercises 15: The World's Greatest Superfan		

#### Suggested adaptations

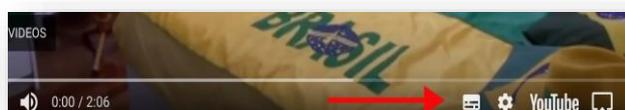
1. Find the entire lesson here: <https://esol superfan>.
2. Tell your students to do task 1: "Check your vocabulary" as a pre-listening activity. Ask them to do it until they get a full score.
3. Ask them to listen to the exercise three times while they complete task 3 "Listening Comprehension Quiz".
4. Suggest listeners to turn on the captions of the video (as shown in **A**), in order to check their answers of task 3: "Listening Comprehension Quiz".

#### Materials

[Exercises 15: The World's Greatest Superfan](#)

[English 7° - Student's book - MinEduc-Chile](#)

A



### How to improve your study habits

**Objectives:** To activate background knowledge and vocabulary related to education and lifelong learning with captions.

To identify main ideas and supporting details with the support of captions.

<b>Grade level</b>	9th	<b>Textbook</b>	Teens in motion - Student's book
<b>Unit 2</b>	Keep on learning	<b>Lesson 1</b>	Improve your learning pp. 53 - 57
<b>Resources</b>	<b>Input:</b> <a href="#">Video 16: How to make homework less homework</a> <b>Exercises:</b> Exercises 16: How to improve your study habits		

### Suggested adaptations

1. Find the entire lesson here: [esol study habits](#).
2. Ask students to listen to the audio one time and write down the words they don't understand. This video has captions, so suggest them to turn them on as shown in **(A)**.
3. After checking the words in the dictionary, tell them to listen to the audio one more time while answering the questions.
4. Finally, tell them to listen one last time with the captions on to check their answers if they had any mistakes.

### Materials

[Exercises 16: How to improve your study habits](#)

[Teens in motion - Student's book - MinEduc-Chile](#)

A



## Sources

- Alvarado, L. (2018). *Teens in Motion Student's Book 2º medio*. (1st ed.) Ediciones Cal y Canto. Retrieved from [Inglés 2º medio. Student's Book](#). Last accessed on April 22, 2020.
- Arenas, J., Curwen, H., & Pontón, S. (2019). *7º básico Student's book*. (1st ed.). UD Publishing. Retrieved from [Inglés 7º básico. Student's Book](#). Last accessed on April 22, 2020.
- Bright side. (2018, March 29). *10 ways to survive an earthquake, according to experts*. Retrieved from <https://www.youtube.com/watch?v=hWSu4l1RxLg>. Last accessed on April 22, 2020.
- Cruz, A. (s.f). *The rainforest*. Retrieved from <https://eslvideo.com/quiz.php?id=22982>. Last accessed on April 22, 2020.
- ESOL courses. (s.f). *How to study - video listening comprehension exercise*. Retrieved from <https://www.esolcourses.com/content/topics/how-to/study/good-study-habits.html>. Last accessed on April 22, 2020.
- ESOL courses. (s.f). *The world's greatest super fan*. Retrieved from <https://www.esolcourses.com/content/topics/sport/football/fans/brazilian-superfan-lesson-activities.html>. Last accessed on April 22, 2020.
- Inostroza, R. & Olate, S (2020). *Get Real English Student's Book 3º y 4º medio*. Ediciones Rau y Bodenbug. Retrieved from [Ingles 3 medio.Student's Book](#). Last accessed on April 22, 2020.
- GoNoodle Get moving (2016, August 24). *The wishy washy washer woman* [Video]. YouTube. Retrieved from <https://www.youtube.com/watch?v=OYL20BXslQc>. Last accessed on April 22, 2020.
- Lifehack. (2020, April, 13). *What is FOMO?* [Video] YouTube. Retrieved from [https://www.youtube.com/watch?time\\_continue=10&v=2zzOU64ojbg&feature=emb\\_log\\_o](https://www.youtube.com/watch?time_continue=10&v=2zzOU64ojbg&feature=emb_log_o). Last accessed on April 22, 2020.
- National galleries. (2019, May 28). *What is? Art movements & styles*. Retrieved from [https://www.youtube.com/playlist?list=PLnCNQ-cAQ1JVGVa\\_0KPIS8DNXi0BaLZg](https://www.youtube.com/playlist?list=PLnCNQ-cAQ1JVGVa_0KPIS8DNXi0BaLZg). Last accessed on April 22, 2020.
- Olate, S., & Meza, M. (2018). *Stepping Up Student's Book 6º básico*. (2nd ed.). Ediciones Cal y Canto. Retrieved from [Inglés 6º básico. Student's Book](#). Last accessed on April 22, 2020.
- Polk, J. (2018). *Teens in Motion Student's Book 1º medio*. (1st ed.). Ediciones Cal y Canto. Retrieved from [Inglés 1º medio. Student's Book](#). Last accessed on April 22, 2020.

- Polk, J. (2014). *Global English Student's Book 3º medio*. (1st ed.). Ediciones Cal y Canto.
- Ramírez, D., & Cárdenas-Claros, M. (2016). *Assisting L2 listening comprehension through textual support*. ACTFL 2016. November 19-20 Boston, USA.
- Ramírez, D. (2014). *Enhancing listening comprehension through video captions. An elective workshop for 10th graders*. Unpublished undergraduate thesis. Pontificia Universidad Católica de Valparaíso. Pedagogía en Inglés. Viña del Mar.
- Rivera, R. (2020). *Cómo habilitar Rooms en Zoom*. Retrieved from [https://drive.google.com/drive/u/0/folders/1V\\_XYNwSd5lw5yrfF1-QjdZ784VKIb5\\_7](https://drive.google.com/drive/u/0/folders/1V_XYNwSd5lw5yrfF1-QjdZ784VKIb5_7)
- Sikana English. (2016, March 30). *How to prepare in case of a Tsunami | Disasters*. Retrieved from <https://www.youtube.com/watch?v=m7EDddq9ftQ>. Last accessed on April 22, 2020.
- The Anne Frank house. (2020, April 6). *Who was Anne Frank* [Video]. Retrieved from <https://www.annefrank.org/en/anne-frank/who-was-anne-frank/>. Last accessed on April 22, 2020.
- The infographic show. (2018, November 27). Retrieved from <https://www.youtube.com/watch?v=dCQS-l22SmA>. Last accessed on April 22, 2020.



## 4. Working with collaborative listening

Collaborative listening is the mutual assistance of language learners for the purpose of facilitating and supporting effective oral text comprehension. To achieve this, students are given a shared purpose for listening and are held accountable for their roles in the completion of the task. In this section, you will find a set of practical activities and tips to engage your students in a sustainable collaborative learning experience. Before delving further into this section, we suggest you read the general specifications.

### General specifications

The first step we suggest that you take is to create a class on Google Classroom where you can upload and organize all the materials, resources, and information necessary for each lesson ([tutorial](#)). The use of Google Classroom allows you to monitor students' collaborative work. You can create specific Google Drive folders where students can upload the handouts to work online and link those folders to the sections where all the materials for the lessons in the class platform are.

As the focus of this section is collaboration, we suggest that you ask students to make groups according to the requirements of the lesson, and to agree on a tentative date for their online meeting if possible. Among the materials, we suggest you upload a Google Spreadsheet to register everything (see sample here: [class organizer](#)).

Additionally, you could agree on a date to meet online as a class or with group representatives to explain the handout to your students. It could be an online meeting, a video tutorial, or just a simple voice recording. For instance, you could record an audio with the instructions for each activity of the handout for students to listen to it repeatedly if needed, and for them to be able to work at their own pace.

Once you have everything set up, you are ready to share/upload all the material with the class. You can always change the content of it to meet your students' needs. Now, the

handouts allow students to work both synchronously and asynchronously, and are divided into three sections: pre-listening, while-listening, and post-listening. Students are expected to follow a linear path and not to skip steps in the proposed activities.

*Tip: for any discussion activity, students can use Zoom, create a WhatsApp or Facebook group to make a call or video call.*

## Exploiting textbook resources

In this section, three activities from textbooks were adapted to facilitate students collaborative listening.

### The best of your job

**Objective:** To collaboratively identify main ideas and supporting details of a street interview about jobs with the support of transcripts.

<b>Grade level</b>	9th	<b>Textbook</b>	Teens in motion - Student's book
<b>Unit 1</b>	Joy from work	<b>Lesson 4</b>	It is all about attitude pp. 29 - 32
<b>Resources</b>	<p><b>Input:</b> <a href="#">Audio 17: Street interview</a>  <b>Handout:</b> Handout 17a: The best of your job                      Handout 17b: The best of your job - description                      Handout 17c: The best of your job - vocabulary list  <b>Transcript:</b> <a href="#">Transcript 17: Street interview</a>  <b>Answer key:</b> <a href="#">Answer key: Handout 17a</a>  <b>Apps and Platforms:</b> Facebook, WhatsApp, Instagram, Google classroom, Watch2gether.</p>		

### Procedure

#### Pre-listening activity

1. This section of the lesson is designed for students to first work asynchronously, and then synchronously with their group. Individual groups work on their own.
2. Post the [Handout 17a](#) and all the complementary materials (links to Watch2gether; a spreadsheet, jobs description, sample dialogue, and transcript) in your Google classroom.
3. Ask students to work on the pre-listening section from Handout 17a. Students have to, individually, rank a set of traits in chart A in terms of what they think are the most and least important for a job. From 1 (highest) to 8 (lowest).
4. Then, ask them to answer two questions about the most important trait they ranked, and to write their answers in Handout 17a.
5. Ask students to get together in groups of three to share their answers. For this they can create a group in their preferred App.
6. After that, as a group, students must discuss and decide which trait best represents these professions: firefighter, journalist, teacher, miner, flight-attendant, and caretaker. The traits can be repeated. For students who want to know more about the professions a brief description of each job is provided for them in [Handout 17b](#). This description is also embedded in Handout 17a.

7. **Extension activity:** As a group or individual extension activity, students can add two or more traits required for a job nowadays and think about how these traits are similar or different from what they see in real life.

### While-listening

8. This section of the lesson is designed for students to work synchronously with their group members and transcripts are used to confirm understanding.
9. Ask one student per group to create a virtual room in the site Watch2Gether ([tutorial](#)).
10. In a previously created Google spreadsheet, have students copy and paste the link to their room. This allows monitoring during this section of the lesson.
11. Have students follow the instructions in Handout 17a to reproduce the video in Watch2Gether.
12. Advise students to use the chatroom in their Watch2Gether room to take notes and to use the speed control option (works synchronously with the video for all the members of the room) at their own pace.
13. Ask students to play the complete video a minimum of four times.
14. The first time for global understanding. Using Handout 17a, students must take notes to complete the chart B. Have them share their notes and complete the required information as much as possible.
15. For the second play, suggest students to focus on one speaker only to complete the ideas in the chart in B. Have them share their answers.
16. For the third play have students match the speaker (1, 2, or 3) with the expressions used by him/her.
17. With the information gathered in chart B, have students match questions/statements to the appropriate speaker.
18. To check if their answers are correct, have students listen to the audio a fourth time as a group, using the [transcript](#).
19. Suggest students to interact with the transcript as it has click-away-links to word definitions that they might find difficult to understand. Moreover, make students aware of a vocabulary list provided in [Handout 17c](#) that it also linked at the end of the handout.
20. Finally, students must answer two metacognition questions regarding their listening experience.

### Post-listening

21. This section of the lesson is designed for students to work synchronously with their specific groups.
22. Have them prepare a role play. For this, direct students to:
  - a. Select a job from the listening input

- b. Select one of the following roles: the boss, a new employee, and a senior employee.
  - c. Give their dialogue a particular purpose: cheering someone up, congratulating someone, calming someone down, etc.
23. Have students create a dialogue (3 turns each as minimum) that includes at least three expressions used in the audio file. They are given an example.
24. Have students write the dialogue on WhatsApp and take a screenshot of it and then share it with their classmates.

### **Materials**

[Handout 17a: The best of your job](#)

[Handout 17b: The best of your job - descriptions](#)

[Handout: 17c: The best of your job - vocabulary](#)

[Teens in motion - Student's book - MinEduc-Chile](#)

## Our favorite tech advances

**Objective:** To identify specific details in a description to reconstruct text collaboratively based on meaning.

<b>Grade level</b>	10th	<b>Textbook</b>	Teens in motion - Student's book
<b>Unit 2</b>	Technology and its effects	<b>Lesson 1</b>	How it all began pp. 53 - 55
<b>Resources</b>	<p><b>Input:</b> <a href="#">Video 18: Tech advances</a>  <b>Handout:</b> Handout 18a Our favorite tech advances  <a href="#">Handout 18b: Tech advances - cultural notes</a>  <b>Answer key:</b> <a href="#">Answer key: Handout 18a</a>  <b>Transcript:</b> <a href="#">Transcript 18: Our favorite tech advances</a>  <b>Apps:</b> WhatsApp, Google Drive Docs, phone recorder.</p>		

### Procedure

#### Pre-listening

1. This section of the lesson is designed for students to work synchronously in groups of three. Students could work through WhatsApp, Discord or any other social media application that allows small group work.
2. In the pre-listening section of [Handout 18a](#), ask students to do the true/false activity. The statements provided do not have a fixed answer, hence encourage students to reflect about their own perceptions about technology. We suggest this activity as a warm up, but if you want it to be a deeper discussion, it might be a good idea to use a "[think-pair-share](#)" structure.
3. To activate vocabulary, have students complete the crossword puzzle in activity **B**. For this, they must read the clues given, and if needed use the *help box* that consists of images that could prompt the words they are looking for.
4. Have them revise their answers by checking the link for the [answer key](#).
5. To activate background knowledge, have students complete the chart in activity **C**. In groups, have them choose one gadget from the puzzle (laptop, pendrive, tablet, etc.) and do some research to find out key information such as: date of invention, purpose/uses, 2 advantages, and 2 disadvantages.

#### While-listening

6. Explain to the students that in the while-listening section they will listen to a text describing three gadgets and that their task is to reconstruct the text collaboratively.
7. As a group, students need to decide who will focus on a specific gadget and complete the chart in the while-listening section. For this, encourage repeated interaction with audio control bars. Additionally, suggest students to access the [cultural notes](#) to aid text comprehension and task completion.

8. Suggest students to play the text a minimum of three times. The first one for global understanding, the second one to decide who will be listening to what gadget description. The third and all the others for text comprehension and task completion.
9. Once each student has individually completed key information about the gadget s/he was assigned, the whole group needs to complete missing information and reconstruct the text collaboratively.
10. In step 7, ask students to describe a different device from the one they were assigned. Each one of them should use the information the other classmates gathered in the chart. Also, ask students to follow a script given as an example.
11. Lastly, ask students to record their description using their smartphones and upload the recording to the assignment section of Google Classroom in order to check pronunciation. Their recordings should be named appropriately: *Surname\_tech.rec*

### **Post-listening**

12. Have students write a letter to themselves describing how they imagine their lives would be in the next 100 years thanks to technological advances. Then, ask them to upload the letter on the platform.

### **Materials**

[Handout 18a: Our favorite tech advances](#)

[Teens in motion - Student's book - MinEduc-Chile](#)

### Inside a book or a movie?

**Objective:** To identify main ideas and supporting details in a dialogue.  
To collaboratively confirm information with the support of transcripts.

<b>Grade level</b>	12th	<b>Textbook</b>	Tune up - Student's book
<b>Unit 2</b>	The arts and their influence	<b>Lesson 3</b>	What's in a story pp. 38 - 41
<b>Resources</b>	<p><b>Input:</b> <a href="#">Audio 19: Inside a book or a movie?</a>  <b>Handout:</b> Handout 19: Inside a book or a movie?  <b>Transcript:</b> <a href="#">Transcript 19: Inside a book or a movie?</a>  <b>Answer key:</b> <a href="#">Answer key: Handout 19a - Pre-listening</a>  <a href="#">Answer key: Handout 19b - Post - listening</a>  <b>Apps &amp; platforms:</b> Google classrooms, Meet</p>		

### Procedure

#### Pre-listening

1. This part of the lesson is designed to be worked synchronously and in pairs.
2. Post [Handout 19](#) along with complementary materials for this lesson (audio, transcript, answer key) in your Google Classroom.
3. Direct your students to work on the pre-listening section activities A, B, and C.
4. In activity A, ask students to work individually and look at four movie posters and to decide if they were adapted from a movie (✓) or not (✗). If they think a movie was adapted, they must choose the ✓, if they think it was not, they must choose the ✗.
5. After finishing activity A, ask students to check the answer key before moving on to activities B and C.
6. For activities B and C have students work in Google hangout. Have them discuss and share answers.
7. Also, have them complete activity C. Two questions are provided for them to discuss about any movie they both like. Encourage students to use the language provided in the help box which has useful expressions for their exchanges and to answer the questions.

#### While-listening

8. This part of the lesson promotes pair work and it is to be done synchronously using Meet. Transcripts are used to confirm understanding and to assess successful task completion.
9. Make sure students know how to use Meet ([tutorial](#)).
10. Ask students to work on the while-listening section of Handout 19.
11. Have students listen to the audio of a conversation between two speakers: Monica and Roberto. Students listen to the complete text for global comprehension.

12. Then, suggest students to listen to the audio for a second time, but focusing on one speaker only. Student A focuses on Mónica and Student B focuses on Roberto.
13. Have each student complete the information in chart A required for their assigned speaker.
14. When the chart is completed, have students exchange charts (student A filled the section of Monica, so now student A receives the information for Roberto and vice versa)
15. Each student reads thoroughly their classmate's notes to reconstruct the information about the speaker. They can do that by taking pictures of their notes and sharing it through the hangout feature in Google. Alternatively, they can use a Google Docs.
16. To confirm the information, have students listen to the audio once again together, but this time Student A focuses on Roberto and Student B on Mónica.
17. Ask students to fill in any missing information using the transcript given in Handout 19.

### **Post-listening**

18. The two activities in this section could be done individually and asynchronously. For activity A, have students discriminate adjectives according to the context given.
19. Make sure they check their answers using the [answer key](#).
20. For activity B, have students write a short paragraph about the movie they chose in the pre-listening activity, part C. Have them use adjectives learned in this section.

### **Materials**

[Handout 19: Inside a book or a movie](#)

[Tune up - Student's book - Educrea](#)

## Exploiting authentic input

The lessons included in this section were designed with authentic input or input not created with language teaching purposes in mind; the videos were taken from authentic language-in-use contexts. Therefore, the two complete sample lessons below were designed following the guidelines for collaborative listening and the requirements of the English program by the MinEduc-Chile.

### Let's get social

**Objective:** To collaboratively identify main ideas and supporting details with the help of visuals.

<b>Grade level</b>	10th	<b>Textbook</b>	Teens in motion - Student's book
<b>Unit 2</b>	Technology and its effects	<b>Lesson 3</b>	Digital era pp. 62 - 70
<b>Resources</b>	<b>Input:</b> <a href="#">Video 20: What do you Fink?</a> <b>Handout:</b> Handout 20 - Let's get social <b>Answer key:</b> <a href="#">Answer key: Handout 20</a> <b>Apps and platforms:</b> Google docs, YouTube.		

### Procedure

#### Pre-listening

1. Ask your students to make groups of 4. This part of the lesson promotes individual and asynchronous work, but once it is finished it is suggested that students share their personal answers through an app of their preference.
2. In [Handout 20](#), ask students to individually think about some images and questions provided in section **A** related to social media apps. Then in **B**, students must answer the questions and write down their personal ideas. In both cases, each one of them must share the answers with the whole group as stated in the handout.
3. In the following activity, students must complete a matching exercise with vocabulary from the listening. First, they must do it individually and then share the answers with the group to see if there are any discrepancies. This vocabulary will be used later on, therefore, at the end of the exercise students are instructed to follow a link to another google document which has the [answers](#) to the matching.
4. In each exercise, students will find "advice boxes." We suggest that you highlight their relevance.

#### While-listening

5. This part of the lesson promotes collaborative work and can be done synchronously.
6. Students must work in groups of 4 as stated at the beginning.

7. For the first part of the while-listening activity, the members of each group will be divided into two subgroups: group A (2 members) and group B (2 members).
8. Each subgroup will read the set of questions (A to F) from the while-listening section of Handout 20 before watching the video. Note that the questions do not follow the order of appearance in the video so that students across groups are aware of the information required.
9. After reading the questions students in each group will focus on one part of the text. That, is:
  - a. Students in group A will watch until minute 1:40
  - b. Students in group B will watch from minute 1:38 until minute 3:28
10. Also, make sure that students know how to take and save a screenshot.
11. Suggest students to play the video several times. The first two times they should take notes and gather as much information as possible in order to answer the questions they have read. For this section, encourage input repetition using pause, rewind button, as well as the speed button.
12. The third and fourth time, students watch the video and take a screenshot of the part of the video where answers to the questions can be found. Ask the student to make sure that the time mark (where the answer is) appears in the screenshot.
13. Ask students to paste the screenshot under the question it belongs to (at the side of the written answer of the students).
14. After each subgroup has answered the questions, they must check the other subgroup's answers (Group A checks group B's answers and the other way around). They must watch the part of the video that belonged to the other subgroup in order to make sure that the answers are correct. The screenshot will help them identify exactly where their classmates found the answer in order to check its correctness. If there is a mistake, they must discuss it as a whole group to get to the right answer.
15. After that, ask students to individually answer two questions (**step 6: G & H**), discuss them as a group, and find one idea that they have in common about the video in order to write a comment and post it under the video on YouTube. Students must take a screenshot of the comment to leave it as evidence of their work (they are given an example).
16. **Extension Task:** In order to make the most of the authentic input, we propose an optional individual activity for students to develop their lexical segmentation skills. For that, students will be given a short extract of the video that needs correction. They must listen to it (from 1:10 to 1:40) while reading its corresponding transcript in Handout 20 to spot the mistakes and correct them. There is only one mistake per interaction.

### Post-listening

17. For this part of the lesson, students work individually and asynchronously.

18. Ask students to complete a fill-in-the-gaps activity. The expressions and words are the same as in the pre-listening activity. Therefore, they will have the opportunity to put their new knowledge into practice. For advanced learners it is suggested that they create sentences from scratch using those words.
19. **Optional activity:** Depending on what you are doing in class, we propose a final discussion as a wrap up: What are some advantages and disadvantages of Social Media? (last activity in the handout 20).
20. Now, you might have noticed the length of this lesson. You can adapt it or even divide it into two smaller lessons if needed.

## **Materials**

[Handout 20: Let's get social](#)

[Teens in motion - Student's book - MinEduc-Chile](#)

## Failing in order to succeed

**Objective:** To identify specific details in a speech to reconstruct text collaboratively based on meaning with the help of transcripts.

<b>Grade level</b>	11th	<b>Textbook</b>	Get real English - Student's book
<b>Unit 1</b>	My first job	<b>Lesson 1</b>	Students and jobs pp. 9 - 13
<b>Resources</b>	<p><b>Input:</b> <a href="#">Video 21a: Introducing iPhone 11 - Apple</a> (pre-listening)  <a href="#">Video 21b: Steve Jobs' Motivational Speech</a> (while-listening)</p> <p><b>Handout:</b> Handout 21: Failing in order to succeed</p> <p><b>Transcript:</b> <a href="#">Transcript 21: Failing in order to succeed</a></p> <p><b>Answer key:</b> <a href="#">Answer key a: Handout 21</a>  <a href="#">Answer key b: Handout 21</a></p> <p><b>Apps and platforms:</b> Watch2Gether, Google Classroom</p>		

### Procedure

#### Pre-listening

1. This part of the lesson is designed for individual and asynchronous work.
2. Post [Handout 21](#) along with all the complementary materials for this lesson (link to Watch2Gether, Google spreadsheet, transcript, etc.) in your Google Classroom.
3. Have students work on the pre-listening section of Handout 21.
4. Ask your students to individually watch the video ad in the pre-listening section of their handout and answer the questions.
5. To activate vocabulary knowledge, have students match keywords extracted from the upcoming listening to the images that represent the words as seen in exercise 2.

#### While-listening

6. In this part of the lesson students will be working on a Dictogloss or collaborative text reconstruction. It is designed for synchronous and collaborative work in small groups. Transcripts are used to confirm text comprehension.
7. Have students make groups of 2 to four people each
8. Previous to starting this section, ask your students to create a room in the site Watch2Gether ([tutorial](#)) for their group, and post the link in the spreadsheet in Google Classroom.
9. Ask your students to watch simultaneously in their group the video of Steve Jobs until second 0:30 to predict with their group members what the video will be about.
10. Have them write their predictions in the chatroom and take a screenshot of it.
11. Afterwards, students must watch the complete video focusing on global understanding.
12. Ask students to watch the video by sections as described in the while-listening section of Handout 21. (Section A - From 0:00 to 0:30; Section B - From 0:30 to 1:00; Section

C - From 1:00 to 1:33; Section D - From 1:30 to 2:03 and Section E - From 2:00 to 2:33). and to take notes both about general ideas and details.

13. Then, ask students to share their notes with their group members and to collaboratively reconstruct the text by sections using their own words.
14. When finishing, suggest students to check the [transcript](#) following the link in Handout 21 in order to add any missing information.
15. After doing the dictogloss activity, students have to answer, in groups, a set of comprehension questions about the video. And then go to the [link](#) at the end of the exercise to check the correct answers.

### **Post-listening**

16. Have students think about what motivates them. Then, they have to write a five-line paragraph expressing what their motivation and aspirations for the future are.

### **Materials**

[Handout 21: Failing in order to succeed](#)

[Get real English - Student's book - MinEduc-Chile](#)

## Recycling and adapting online activities

The activities included in this section were selected from several websites which are dedicated specifically to the purpose of teaching. We chose the activities taking into consideration pair work and collaborative listening. These suggestions are based on the content of the lessons of textbooks, hence you have to decide which activities align best with the different objectives of your class.

### The hippo that lives in a house

**Objectives:** To activate background knowledge and vocabulary related to the natural world with caption.

To identify main ideas and supporting details with the support of captions.

<b>Grade level</b>	6th	<b>Textbook</b>	Stepping up - Student's book
<b>Unit 3</b>	The natural world	<b>Lesson B</b>	Animals and their habitats pp. 78 - 81
<b>Resources</b>	<b>Input:</b> <a href="#">Video 22: the hippo that lives in a house</a> <b>Exercises:</b> Exercise 22: The hippo that lives in a house		

### Suggested adaptations

1. You can find the whole activity here: [esol the hippo that lives in a house](#).
2. First, invite your students to work in pairs. Use WhatsApp to share the link.
3. Ask your students to work on Task 1 **(A)**. Ask them to list the words they know and to use a dictionary to find the meaning of the ones they do not know.
4. Suggest your students not to move to task 2 until both partners are sure they know the meaning of the unknown vocabulary.
5. Ask your students to continue with Task 2 **(B)** and listen to the audio once. If they have problems understanding, suggest them to turn on the captions **(C)**.
6. Ask students to discuss in pairs what they understood from the text, and then listen to it again and complete Task 3 **(D)**.
7. They can check their answers with the *show/hide answers* button **(E)**, but ask them to use it as a last resort.
8. To finish with the activity, ask students to discuss with each other: If you could have any animal in your house, which one would it be?

### Materials

[Exercise 22 - The hippo that lives in a house](#)

0Stepping up - Student's book - MinEduc-Chile

A

**Task 1 - Dictionary Skills Activity**

Here are some English words and expressions used in this lesson.

How many of these words do you know? Use a dictionary to find the meaning of any new words and phrases.

You can download a worksheet to go with this activity [here](#) >>

bond raise lazing on hand stick around off limits tame hefty massage

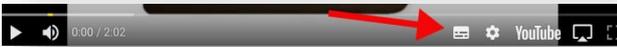
B

**Task 2 - First Listening**

Now watch the video. Listen for the main idea. Don't try to understand everything.



C



D

**Task 3 - Listening Comprehension**

Watch the video again and listen for the information you need to answer questions 1 - 8 below.

When you have watched the video, try the quiz to test how much you have understood.

1 / 8

What is Tonie Joubert's job?

A.  He is a wildlife photographer

B.  He is a game warden

C.  He is a hunter

E

show/hide answers

## 20 years abroad

**Objectives:** To activate background knowledge and vocabulary related to going places with transcript.

To identify main ideas and supporting details with the support of transcripts.

<b>Grade level</b>	8th	<b>Textbook</b>	English 8° básico - Students' book
<b>Unit 3</b>	Going places	<b>Lesson 5</b>	Sightseeing pp. 66 - 77
<b>Resources</b>	<b>Input:</b> <a href="#">Video 23: 20 years abroad</a> <b>Exercises:</b> Exercise 23: 20 Years Abroad <b>Answer key:</b> <a href="#">Answer key: Exercise 23</a>		

### Suggested adaptations

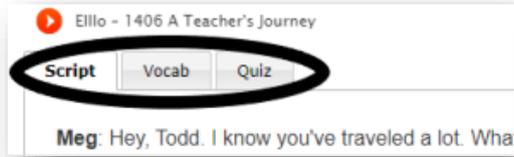
1. You can find the activities here: [ello 20 years abroad](#).
2. First, invite your students to work in pairs. You can make a Google spreadsheet where they can write who they will work with.
3. Tell students to check the three parts of the activity (Script, Vocab and Quiz) before listening to the audio **(A)**.
4. Ask students to complete the vocabulary quiz individually before listening to the audio **(B)**.
5. Then, in pairs they have to write a sentence using each one of the concepts in the *Learn vocabulary from the lesson* section.
6. Tell students to listen to the audio four times individually. The first one for understanding, the second one to answer the Quiz, the third to revise their answers, and the last one while reading the script (shown in **C**) in order to make a list of the words that they do not know.
7. Finally, ask them to work in pairs and compare their lists of words. They should select some of them and send them to you with their meanings and synonyms.

### Materials

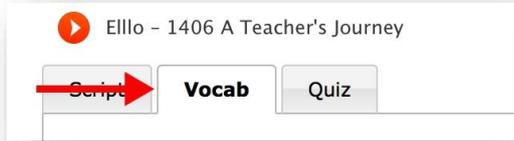
[Exercise 23: 20 years abroad](#)

[English 8° - Student's book - MinEduc-Chile](#)

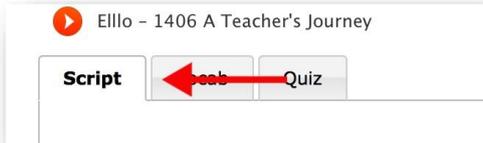
A



B



C



## Music

**Objectives:** To activate background knowledge and vocabulary related to arts with transcript.

To identify main ideas and supporting details with the support of transcripts.

<b>Grade level</b>	9th	<b>Textbook</b>	Teens in motion - Student's book
<b>Unit 3</b>	The Arts	<b>Lesson 6</b>	The sound of music pp. 121 - 125
<b>Resources</b>	<b>Input:</b> <a href="#">Audio 24: Kate-Music</a> <b>Exercises:</b> Exercise 24: Music		

### Suggested adaptations

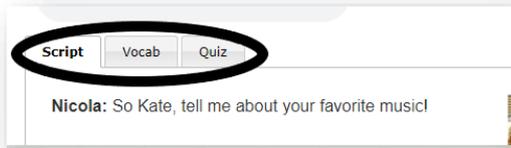
1. First, invite your students to work in pairs. You can make a spreadsheet where they can write who they will work together with.
2. Tell students to check the three parts of the activity (Script, Vocab and Quiz) before listening to the audio **(A)**.
3. Ask students to read the vocabulary part **(B)** before listening to the audio. Then, tell them to complete the vocabulary challenge individually at the right side of the website (shown in **C**).
4. After that, in pairs, they need to write a sentence using each one of the concepts on the *Learn vocabulary from the lesson* section.
5. Tell students to listen to the audio four times individually. The first one for understanding, the second one to answer the Quiz, the third to revise, and the last one while reading the script (shown in **D**) in order to make a list of the words that they do not know.
6. Finally, ask them to work in pairs and compare their lists of words. They should select some of them and send them to you with their meanings and synonyms.

### Materials

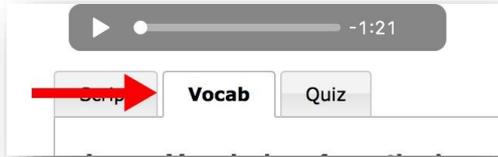
[Exercise 24: Music](#)

[Teens in motion - Student's book - MinEduc-Chile](#)

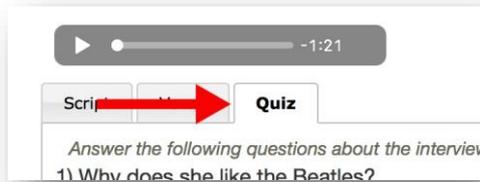
A



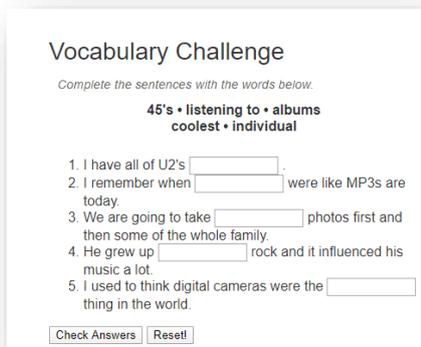
B



C



D



## Sources

- Alvarado, L. (2018). *Teens in Motion Student's Book 2º medio*. (1st ed.) Ediciones Cal y Canto. Retrieved from [Inglés 2º medio. Student's Book](#). Last accessed on April 22, 2020.
- Belmar, D., Inostroza, A., Puentes-Dassonvalle, K. (2017). Assignment submitted to Dr. Katharina Glas and Dr. Mónica S. Cárdenas-Claros. Carrera de pedagogía en Inglés. Pontificia Universidad Católica de Valparaíso.
- Cárdenas-Claros, M., & Puentes-Dassonvalle, K. (2018). *Engaging your high school students through extensive and collaborative listening projects*. TESOL-Chile. Universidad Católica de Valparaíso. Viña del Mar.
- English Listening Lesson Library Online. (s.f). *20 Years Abroad*. Retrieved from <http://www.elllo.org/english/1401/1406-MegTodd-Travel-Thailand.htm>. Last accessed on April 22, 2020.
- English listening lesson library online. (s.f.). *Music*. Retrieved from <http://www.elllo.org/english/0201/231-Kate-Music.htm>. Last accessed on April 22, 2020.
- ESOL courses. (s.f). *The hippo that lives in a house*. Retrieved from <https://www.esolcourses.com/content/topics/animals/stories/hippo-that-lives-in-a-house.html>. Last accessed on April 22, 2020.
- MinEduc Chile (2015). *Inglés Programa de Estudio 3º medio*. Retrieved from [Inglés 3º medio](#). Last accessed on April 22, 2020.
- Olate, S., & Meza, M. (2018). *Stepping Up Student's Book 6º básico*. (2nd ed.). Ediciones Cal y Canto. Retrieved from [Inglés 6º básico. Student's Book](#). Last accessed on April 22, 2020.
- Polk, J. (2018). *Teens in Motion Student's book 1º medio*. (1st ed.) Ediciones Cal y Canto. Retrieved from [Inglés 1º medio. Student's Book](#). Last accessed on April 22, 2020.
- Soto, C., Curwen, H., & Pontón, S. (2019). *8º básico Student's book*. (1st ed.) UD Publishing. Retrieved from [Inglés 8º básico. Student's Book](#). Last accessed on April 22, 2020.



## 5. Creating your own materials

For teachers seeking to design and create their own materials, in this part of the handbook we provide suggestions, charts, and checklists to guide their efforts. These are primarily based on theory of design of computer-based listening materials and our own experience selecting, adapting and creating the materials for this handbook. The set of suggestions provided are by no means comprehensive and readers are invited to look for further frameworks and principles for materials design such as the ones advanced by Tomlinson (2011). Also, the suggestions provided here should not be taken as linear steps, but as recursive processes and as such involve lots of teachers' reflection.

Teachers should start their exploration by defining the listening goals. For this, teachers can rely on taxonomies of the types of comprehension. Although starting from the field of reading, Day and Park (2005) identify six types of comprehension that could potentially help L2 learners become interactive listeners. They are literal comprehension, reorganizing, inferences, prediction, evaluation, and personal response.

Teachers could also base their materials on conceptualizations of listening comprehension processes proposed by Field (2013) and/or Vandergrift and Goh (2012). Field's (2013) distinction between lower-level processes (input decoding, lexical search, and parsing) and higher-level processes (meaning and discourse representations) in L2 listening comprehension help target activities at particular levels. Vandergrift and Goh (2012) offer also a framework for the design of materials and these could also be situated in any of the phases of perception, parsing, and utilization.

Teachers should select appropriate input. That is, input that does not only align to the curriculum, but that it is also right for the student's level. Regarding input text characteristics, here a few questions that could guide input selection:

1. Is the input too fast or too slow?
2. Is the rate of speech appropriate for the group level?

3. Has most of the vocabulary been covered in previous lessons?
4. Is the topic engaging for the learner?
5. What is the required background knowledge for students to be able to understand it?
6. What additional information should be included to contextualize the input?
7. Is the quality of reproduction good?
8. Is there background noise that affects the sound quality?
9. In case of using video, do images complement the message?
10. Is the language appropriate with regards to social/ political and school conventions?

Regarding activities and tasks, teachers could reflect on the following questions:

1. Are activities engaging?
2. Are the activities doable and challenging enough for students to try their best, but not to frustrate them?
3. Are tasks, not input texts, graded for students? That is, in case of challenging input, are tasks easy to complete? And, for texts easy to comprehend, are tasks more challenging?
4. Are the instructions of the activities clear?
5. Are there opportunities for students to repeat the task several times?
6. Does the activity have learning potential?

After setting up goals, selecting input and designing initial tasks, teachers should assess the type of platforms and applications that best adjust to their learners' listening objectives. Teachers should select applications not only based on their affordances and restrictions, but also on contextual factors of their teaching settings. To this end, special care should be taken not to design activities that make use of the latest technological fads if students do not have access to a stable internet connection. Here you will find a [thorough summary](#) of affordances and restrictions of the Apps and platforms used for the activities designed and adapted in his handbook to help your decision.

Once apps have been selected, teachers should assess whether their activities meet the definition of technology-enhanced listening in which learner control is crucial. Learner control is afforded by giving learners the freedom to decide if and how to use any of the help options provided. As noted in chapter 1 of the handbook, help options take the form of transcripts, captions and subtitles, audio/video buttons and bars, glossaries and annotated words, feedback that is not limited to correct or incorrect check marks and crosses, but feedback that allows students to replay specific text segments, guide them to use other sources available in the exercise.

Teachers may also pilot test their materials among colleagues and with other students. Some of the checklists we developed for testing the activities/lessons designed for this handbook.

Statement		Yes	No	To some extent
1	Do the <b>objectives</b> align to the suggested activity or lesson?			
2	Does the activity/lesson state if it is intended to develop <b>independent or collaborative work</b> ?			
3	Does the activity/lesson state if it is intended to be carried out <b>synchronously or asynchronously</b> ?			
4	Would the proposed <b>procedure</b> in the activity/lesson engage the student?			
5	Are instructions in the <b>procedure clear</b> for teachers to follow?			
6	Are the instructions in the procedure <b>concise and to the point</b> ?			
7	Would you add any additional step(s) to the procedure to make it clearer?			
8	Is there a clear need to use the suggested applications/platforms for the development of the activity?			
9	Are the tutorials for applications/platforms in the activity/ lesson helpful?			
10	Does the activity/lesson have all the supporting materials?			
11	Do links to supporting materials work in the activity/lesson?			
12	Do the teachers' instructions clearly align to the handout prepared for students? (if applicable)			

In the case of materials developed using authentic input, we suggest using this checklist:

Statements		Yes	No	To some extent
1	Is the video/audio appropriate in length for the grade level it is intended to?			
2	Is the speaker in the video/audio clear enough for students to understand?			

3	In case the audio is too complex for students to understand, does the activity/lesson follow the principle: “grade the task, not the text”			
4	Do the video/audio contents align to the topic suggested in the textbook?			
5	Does the activity/lesson promote <b>learner control</b> to work with the video/audio file at their own pace?			
6	Does the activity/lesson suggest how help options are to be used?			
7	Does the activity/lesson suggest where in the lesson to work with help options?			
	Other...			

## Sources

Day, R. R., & Park, J. S. (2005). Developing reading comprehension questions. *Reading in a foreign language*, 17(1), 60-73.

Field, J. (2013). Cognitive validity. *Examining listening: Research and practice in assessing second language*, 77-151.

Tomlinson, B. (Ed.). (2011). *Materials development in language teaching*. Cambridge University Press.

Vandergrift, L., & Goh, C. C. (2012). *Teaching and learning second language listening: Metacognition in action*. Routledge.



## 6. Additional resources

In this section, we list additional resources. They are presented in three categories: websites for listening, applications that can be downloaded to your smartphones, and tools that can help you gauge your own listening materials.

Websites
RANDALL'S ESL-CYBER LISTENING LAB <a href="https://www.esl-lab.com/">https://www.esl-lab.com/</a>
LEARN ENGLISH TEENS – BRITISH COUNCIL <a href="https://learnenglishteens.britishcouncil.org/">https://learnenglishteens.britishcouncil.org/</a>
ESL VIDEO <a href="https://www.eslvideo.com/">https://www.eslvideo.com/</a>
EDMOD0 <a href="https://new.edmodo.com/?go2url=%2Fhome">https://new.edmodo.com/?go2url=%2Fhome</a>
ENGLISH CENTRAL <a href="https://www.englishcentral.com/videos">https://www.englishcentral.com/videos</a>
ELLLO <a href="http://www.ello.org/">http://www.ello.org/</a>
ESOL courses <a href="https://www.esolcourses.com/">https://www.esolcourses.com/</a>

INFO SQUARES

<http://www.infosquares.com/eslvideo/index.html>

TEST - ENGLISH

<https://www.test-english.com/listening/>

ESPRESSO ENGLISH

<https://www.espressoenglish.net/english-listening-lesson-creative-work-environments/>

TedEd

<https://ed.ted.com/>

CAMBRIDGE ASSESSMENT ENGLISH <https://www.cambridgeenglish.org/learning-english/activities-for-learners/?skill=listening&rows=24>

### Applications

App. : COMPRENSIÓN DE INGLÉS (of “Talk English”)

App. : LISTEN ENGLISH DAILY PRACTICE (of “AMA English”)

App. : ADVANCED ENGLISH LISTENING (of “Sun Group”)

App. : ENGLISH LISTENING PRACTICE (of “oCoder Solutions”)

App. : ENGLISH LISTENING FULL AUDIOS (of “English Store”)

## Gauging your own materials

Screen off for your YouTube videos

<https://www.youtube.com/watch?v=MIsUZyY0tX4>

Download your YouTube videos

<http://www.youtube-video-downloader.xyz/download?video=https%3A%2F%2Fwww.youtube.com%2Fwatch%3Fv%3DskJBiLXp8F0>

Extracting audio from YouTube videos using VLC

<https://www.youtube.com/watch?v=Nij0s8RUKi0>

Using Workbook widgets to create interactive content in your language classroom

<https://www.youtube.com/watch?v=z3XUtxRuGpU>

How to create visual organizer and vocabulary books

[https://www.youtube.com/watch?v=mDBO40\\_qmt](https://www.youtube.com/watch?v=mDBO40_qmt)



## Appendix A: Affordances and restrictions of platforms and apps

Platform	Type of access	Features exploited	Affordances	Restrictions
 <a href="#">Google Classroom</a>	Free via smartphone, tablet, and laptop.	<p><i>(a) Sharing learning material</i></p> <p><i>(b) Feedback</i></p>	<p><i>(a)</i> Allows to easily share a wide variety of files (audiovisual materials, documents, links, etc.) to the whole class, groups or individual students.</p> <p><i>(b1)</i> Allows students to ask questions and leave comments on each part of the assignment (if using Google Drive) or after the assignment has been uploaded by students.</p> <p><i>(b2)</i> Both whole-class and individual feedback can be provided.</p>	<ul style="list-style-type: none"> <li>• None found</li> </ul>

Platform	Type of access	Features exploited	Affordances	Restrictions
  <a href="#">Microsoft Teams</a>	<p>Free if using a Microsoft account</p> <p>Smartphone, tablet, and laptop.</p>	<p><i>(a) Sharing learning material</i></p> <p><i>(b) Synchronous communication</i></p> <p><i>(c) Group work</i></p>	<p><i>(a)</i> Allows to easily share a wide variety of files (audiovisual materials, documents, links, etc.) to the whole class, groups or individual students.</p> <p><i>(b1)</i> Allows video conferences with a chatroom for participants to communicate.</p> <p><i>(b2)</i> Allows users to go from one meeting to another.</p> <p><i>(b3)</i> Classes/meetings can be scheduled in Teams calendar.</p> <p><i>(b4)</i> Group chats allow up to 30 participants.</p> <p><i>(b5)</i> Video conferences/meetings can be recorded. Such recordings are available for 7 days on Microsoft Stream.</p> <p><i>(c1)</i> Channels can be created so groups of students can have their own boards to post messages or digital resources.</p> <p><i>(c2)</i> These channels allow students to have private meetings/video conferencing.</p> <p><i>(c3)</i> Teachers and students can be hosts.</p>	<ul style="list-style-type: none"> <li>• None found.</li> </ul>

			(c4) Provides the host control over some participants' tools (mute/unmute, screen sharing).	
--	--	--	---	--

Platform	Type of access	Features exploited	Affordances	Restrictions
  <a href="#">WhatsApp</a>	Free  Smartphone, tablet, and laptop.	<p><i>(a) Feedback</i></p>           <p><i>(b) Group work</i></p>	<p><i>(a1)</i> Both whole-class and individual feedback can be provided.</p> <p><i>(a2 &amp; b1)</i> Allows to easily share a wide variety of files (audiovisual materials, audios, documents, links, etc.) to the whole-class group or to individual students.</p> <p><i>(b2)</i> Easy access to group chats through a link.</p> <p><i>(b3)</i> Allows free video calls up to 3 participants.</p>	<ul style="list-style-type: none"> <li>● It allows video calls of no more than 3 participants.</li> <li>● No control over who joins the chat when the invitation is through a link.</li> <li>● No option to conceal your cell phone number.</li> </ul>

Platform	Type of access	Features exploited	Affordances	Restrictions
 <a href="#">Facebook</a>	Free  Smartphone, tablet, and laptop.	<i>(a) Group work</i>	<p><i>(a1)</i> Allows video conferences with a chatroom for participants to communicate.</p> <p><i>(a2)</i> Allows to easily share a wide variety of files (audiovisual materials, audios, documents, links, etc.) to the whole class through a Facebook group or to individual student through the chat feature.</p> <p><i>(a3)</i> It allows video calls with 2 or more people.</p> <p><i>(a4)</i> Provides the option to share your screen with the participants while video conferencing.</p>	<ul style="list-style-type: none"> <li>● To use any of the affordances an account is needed.</li> <li>● Access to any of the mentioned features is gained by adding the people to your “friends”.</li> </ul>

Platform	Type of access	Features exploited	Affordances	Restrictions
 <a href="https://meet.google.com/">Google Meet</a>	Free  Smartphone, tablet, and laptop.	<p>(a) <i>Group work Synchronous learning</i></p> <p>(b) <i>Video/ listening files sharing</i></p>	<p>(a1) Whole-class feedback can be provided through conference video calls.</p> <p>(a2) Easy access to meetings through a link.</p> <p>(a3) Provides the option to share your screen with the participants while video conferencing.</p> <p>(b) Video/ audio material can be played by the host for all users by screen sharing.</p>	<ul style="list-style-type: none"> <li>● To schedule or create a meeting an institutional Gmail account is needed. Without one, you can only be the participant of a meeting.</li> <li>● No option to mute participants' microphones.</li> <li>● No option to arrange students into subgroups.</li> </ul>

Platform	Type of access	Features exploited	Affordances	Restrictions
 <a href="#">Zoom</a>	Free Smartphone, tablet, and laptop.	<p><i>(a) Group work</i></p> <p><i>(b) Synchronized learning</i></p>	<p><i>(a1)</i> Allows video conferences with a chatroom for participants to communicate.</p> <p><i>(a2)</i> Allows the creation of 'rooms' for students to work in groups separately from the entire class.</p> <p><i>(a3)</i> Provides tools that allow monitoring the groups in each "room".</p> <p><i>(a4)</i> Easy access to meetings through a link.</p> <p><i>(a5 &amp; b1)</i> Provides the host control over the participants' tools (mute/unmute, raise hand, annotations tool, disallow change of name, screen-sharing).</p> <p><i>(b2)</i> Provides the option to share your screen with the participants and to make annotations while sharing.</p>	<ul style="list-style-type: none"> <li>Without the license the sessions can be up to 40 minutes only. After that, you have to start another session.</li> <li>The option to create rooms is available only when acquiring the license of the app. or when on the 30-day free trial.</li> </ul>

Platform	Type of access	Features exploited	Affordances	Restrictions
 <a href="https://www.instagram.com">Instagram</a>	<p>Free</p> <p>Smartphone, tablet, and laptop (limited features)</p>	<p><i>(a) Create activities</i></p> <p><i>(b) Group work</i></p>	<p><i>(a1)</i> Provides the option to post images with text. The result can be saved to post it in “highlighted stories”.</p> <p><i>(a2)</i> Allows the organization of your images/videos through the feature of “highlighted stories”.</p> <p><i>(b1)</i> Easy access for students.</p> <p><i>(b2)</i> Allows video conferences with a chatroom for participants to communicate.</p> <p><i>(b3)</i> Group chat up to 32 people.</p> <p><i>(b4)</i> Allows video conferences of up to six people.</p>	<ul style="list-style-type: none"> <li>● To have access to any of the mentioned features an account must be created.</li> <li>● To protect your privacy a new account must be created.</li> <li>● - Limited amount of space per post (exercises should be kept relatively short).</li> <li>● Audios can last up to 1 minute.</li> </ul>

Platform	Type of access	Features exploited	Affordances	Restrictions
 <a href="https://www.watch2gether.com/">Watch2gether</a>	Free Smartphone, tablet, and laptop.	(a) <i>Synchronized listening</i>	<p>(a1) Allows synchronic streaming of videos with integrated chat and video call feature.</p> <p>(a2) Easy access to rooms through a link.</p> <p>(a3) Provides the option to add videos to a playlist.</p> <p>(a4) The features of the video player (“play”, “pause”, “rewind”, etc.) work in synchrony with the participants of the room.</p> <p>(a4) Allows a variety of streaming sources (YouTube, VK, Soundcloud, etc.).</p>	None found

Platform	Type of access	Features exploited	Affordances	Restrictions
 <a href="https://discord.com">Discord</a>	<p>Free</p> <p>Smartphone, tablet, and laptop.</p>	<p>(a) <i>Synchronized learning</i></p>	<p>(a1) Data privacy control.</p> <p>(a2) The host of a server can add channels that serve different purposes.</p> <p>(a3) Channels have the option of communicating through audio and chat.</p> <p>(a4) The host of the channel can decide the limit of members that will participate in the meeting.</p> <p>(a5) Easy access to channels through a link</p> <p>(a6) The links to join a channel can last a specific amount of time to ensure privacy.</p> <p>(a7) Allows to easily share a wide variety of files (audiovisual materials, audios, documents, links, etc.) to a channel.</p> <p>(a8) The host of the channel can ban members from participating.</p> <p>(a9) Rules of behavior can be set that every participant will be able to read.</p>	<ul style="list-style-type: none"> <li>There is no control over the aliases that the members decide to use</li> </ul>

Platform	Type of access	Features exploited	Affordances	Restrictions
 <a href="https://www.telegram.com">Telegram</a>	Free Smartphone, tablet, and laptop.	<p>(a) <i>Group work</i></p> <p>(b) <i>Feedback</i></p>	<p>(a1) Data privacy control.</p> <p>(a2) Group chats up to 200.000 people</p> <p>(a3) Allows the creation of a channel, where information and a variety of files can be shared by the owner of the channel. People with a link can join to the channel and visualize the information but not reply to it.</p> <p>(a4 &amp; b1) Easy access to group chats through a link</p> <p>(b) audio or written feedback through whole-class group or through individual chats</p>	<ul style="list-style-type: none"> <li>No control over who joins the group chat through a link.</li> </ul>



## Acknowledgements

These materials are an outcome of the Fondecyt Regular 1191804- year 2020 project.

We would like to acknowledge the work of several individuals who made this work possible. Thanks to Luis Alberto Reyes, Natalia Roldán, and Maha Soliman for their proofreading and suggestions on earlier versions of this work. We would also like to thank Daniela Ramírez Orellana and Robinson Aracena for their insightful suggestions on earlier drafts of this work. To Rocío Rivera, for letting us use some tutorials about Zoom.

Also, we would like to express our gratitude to the pre-service teachers Moyra Ossandon, Javiera Figueroa, Claudia Rodriguez, Marcel Guajardo, Diego Belmar, and Catalina Castro for testing the materials and helping us improve its quality. Last, but not least we thank English teachers and students from primero medio at [Liceo Santa Teresa de los Andes](#) and [Liceo José Cortés Brown](#) in Viña del Mar and [Liceo San Pedro de la Paz](#) and [Colegio Espíritu Santo](#) in Talcahuano for their support and ideas.

## Invitation

We would like to extend an invitation to secondary school teachers and students to share their feedback as they use the activities suggested in this handbook. Also, we are constantly looking for students and teachers from public and semi-private schools to try out some of our ideas. If interested in collaborating, please contact Mónica S. Cárdenas-Claros at [monica.cardenas@pucv.cl](mailto:monica.cardenas@pucv.cl).