

## Motivation in L2 listening comprehension: facilitating students engagement in EFL listening tasks

Nathalia Kubota Cabello  
Programa Pedagogía para Profesionales  
Universidad Alberto Hurtado  
Santiago - Chile

### Abstract

The aim of this article is to determine whether motivation has an impact on L2 listening comprehension of Chilean EFL students. The didactic unit was based on Dörnyei's framework, considering motivation as a process and the use of macrostrategies motivational-teaching approach, Self-determination theory, pointing at increasing the engagement of EFL students with listening tasks through EM and IM, and following specific listening teaching strategies, specifically pre, while and post listening activities. The pedagogical intervention was done in a semi private high school located in Santiago, which provides technical education for girls. The class corresponds to 11<sup>th</sup> grade, it is composed by 38 students aged 15 to 17, coming from different areas of Santiago; many of them belong to lower middle class families. The lesson plans included topics chosen by the students, innovative listening tasks and focus on formative assessment. During the implementation there were improvements in terms of motivation, which could be noticed through the students' engagement with the tasks and their interest to participate in most listening activities; however, there were no significant changes in the students' academic results.

*Keywords:* motivation, L2 listening comprehension, Chilean EFL students

During the last years, teaching English as Foreign Language (EFL) in Chile has become a very important subject. The Ministry of Education has been developing new study programs in accordance to the methodologies used in a communicative approach, taking into account the development of the four language skills (MINEDUC, 2009, p.85). The main goal is to prepare our students to be able to use the language as a tool which will allow them to communicate, to pursue further studies, and facilitate their participation in the labour world.

As it is indicated in the national curriculum, the learning outcome regarding listening skills for 11<sup>th</sup> grade is to "*Escuchar, discriminar información explícita y demostrar comprensión de los puntos principales en textos simples relacionados con los temas del nivel*" (p. 112). With focus on a communicative approach to English language teaching, listening skills should be part of every didactic unit; however, most English teachers in our country base their pedagogical performance on the grammar-translation method, which relies on the written word (Páez, 2013).

The purpose of this article is to ascertain if motivation plays a relevant role for the students when performing listening comprehension activities, which are usually perceived by the students as boring or / and difficult. This research considers Dörnyei's work as its framework, Self-determination theory like a way to categorize intrinsic and extrinsic motivation, and the three stages of a class: pre, while and post listening activities as a strategy to enhance students' motivation.

### Theoretical Framework

There are a number of factors that influence students' learning in school. It is broadly accepted that motivation is an essential part in the process of learning, however, little research has been done in the field of how motivation impacts on listening comprehension of a foreign language. In order to discover the influence of motivation with listening in the EFL classroom, it is necessary to define the concept of motivation, describe the role of motivation in English as a foreign language learning and attempt to establish its role in L2<sup>1</sup> listening comprehension success.

#### Motivation

The term "Motivation" has been involved in many and varied different fields of study, but frequently as part of other definitions, without achieving a unique meaning for this concept. There seems to be universal agreement to think about motivation as the reason why humans think and behave in a certain way (Dörnyei, 1998, p. 117), but the answer to this apparently simple question implies several factors and will depend on the area of research that attempts to define it. Therefore, most recent theories try to reduce the multiplicity of elements that might determine human behavior and focus on what the scholar thinks is the most appropriated feature of study, for instance Self-efficacy theory (Bandura, 1997), Goal setting theory (Locke and Latham, 1990), Goal orientation theory (Ames, 1992) and Social motivation theory (Weiner, 1994 and Wentzel, 1999).

All in all, none of these approaches offers a complete or definitive explanation of what motivation is, since neither considers all possible motivational elements and some even ignore or diminish the importance of those factors that contradicts their main thesis, such as emotional influences, unconscious motives, environmental issues or sociocultural contexts. However, there is a general consensus about the main components or questions that motivational theories must point to: "why people decide to do something, how hard they are going to pursue it, and how long they are willing to sustain the activity" (Dörnyei, 2001, p. 7).

#### Motivation in Foreign Language Learning (FLL)

Contemporary studies about Motivation in FLL include cognitive components and variables from different approaches, mainly psychological ones, conducting new researches towards a more applicable angle. Many of these theories have been elaborated focusing on those elements involved in the class context in which FLL usually takes place, such as need for achievement, task partners, teaching environment and to the emphasis on viewing motivation as a process (Oxford and Shearin, 1994).

One author that embraces the necessity to study FLL motivation in the classroom situation is Zoltán Dörnyei, who developed a general framework synthesizing several motivational components based on a *process-oriented approach*. This model considers motivation as a dynamic attribute which consists of a succession of distinct phases: *choice motivation*, where the student is engaged in the process of generating intention to act, the selection of the goal and the operationalised intention; *executive motivation*, phase when individuals have translated their intention into action; and *motivational retrospection*, which involves the learner's final analysis of the outcome of his or her action.

The advantages provided by this schema are related with the understanding of the different phases of motivation, giving the teacher useful insights to plan his or her classes. On the other hand, it is really

---

<sup>1</sup>In linguistics L2 refers to the second language or non native language acquired or learned by a speaker

difficult to devote certain activities to one stage only, due to the fact that these stages have no clear start/ending or a unique objective, which may lead to overlaps and confusion in the students; besides, this framework should not be considered as a formula to anticipate L2 learning behaviors since the motives of the learners are as diverse as the number of students in a classroom, as well as the influence of the specific learning context (Dörnyei, 2001).

Taking into account all these studies, the question about how to put into practice this knowledge about motivation in the learning process arises. Once established the importance of motivation in FLL success, teacher skills in this area should be central to assure teaching effectiveness. Even though last researches attempted to include elements given within the classroom, these do not offer explicit guidance to teachers, who want to know what they can do to motivate their students (Dörnyei, 1998, p.130). In order to do so, Dörnyei and Csizer directed a survey to evaluate potentially useful motivational strategies in the classroom, with the purpose of delineating a set of macrostrategies to which teachers could work with when planning activities using a motivational-teaching approach, study resulted in the final version of the “Ten Commandments for Motivating Language Learners”, listed below (Dörnyei,1998, p. 131):

1. Set a personal example with your own behavior
2. Create a pleasant, relaxed atmosphere in the classroom
3. Present the tasks properly
4. Develop a good relationship with the learners
5. Increase the learner’s linguistic self-confidence
6. Make the language classes interesting
7. Promote learner autonomy
8. Personalize the learning process
9. Increase the learner’s goal-orientedness
10. Familiarize learners with the target language culture.

Following the same path, the author draws up a model for a motivational L2 teaching practice, focusing on the different phases of the process-oriented model described before, which comprises four main dimensions: *Creating the basic motivational conditions*, encouraging the establishment of motivation through good student-teacher relationship, a pleasant and supportive classroom atmosphere and a cohesive learner group with appropriate group norms; *Generating initial motivation*, stimulate values and attitudes related with learners’ language and to increase their expectancy of success; *Maintaining and protecting motivation*, providing learners with attractive and challenging tasks, protecting their self-esteem, promoting cooperative learning, among others; *Encouraging positive retrospective self-evaluation*, by promoting positive comments about the learner’s performance, giving motivational feedback and increasing learner satisfaction (Dörnyei, 2001).

Another relevant proposal that succeeded in capturing the dynamic dimension of motivation as well as its relevance within the classroom is the Self-determination theory, which highlights ‘the degree to which people endorse their actions at the highest level of reflection and engage in the actions with a full sense of choice’ (Ryan and Deci, 2000, p. 68). Its framework consists of three orientations to motivation: *amotivation* (AM), which indicates lack of motivation on learning; *extrinsic motivation* (EM) when some degree of external coercion leads the student to keep learning; and *intrinsic motivation* (IM), the most self-determined form of motivation that implies internal motives to complete the task. What is common between this approach and Dörnyei’s work is that both permit the inclusion of several L2 learning orientations, considering the mobility of the concept, in other words, that motivation changes over time.

### **Motivation and Foreign Language Listening Success**

There are several investigations regarding the process of listening and its cognitive, social and psychological dimensions, as well as different approaches to teaching L2 listening; nevertheless, none of these strategies and knowledge about this competence will cause a significant impact on foreign language listening success if the students are not motivated. Most teaching strategies consider motivation as a relevant part of the learning process; in fact, from the 1960's, different listening teaching methods have followed more or less the same pattern: *Pre-listening*, in which learners are prepared and motivated for listening tasks; *Listening*, stage in which students listen to different texts and do something with the information they can extract from it; and *Post-listening*, where the listening outcomes are extended and consolidated (as cited by Field in Eds. Richards and Renandya, 2002, chp. 22). As it can be seen, Motivation is included in the first stage, trying to assure the engagement of the students with the learning process in order to improve their listening comprehension.

Because of its importance, Vandergrift (2005) carried out a study in which examines the impact of motivation and metacognition in L2 listening comprehension, based on the motivational orientations of the self-determination theory. When analyzing the results, it was proved that students who scored low on motivation towards FLL were ineffective in terms of listening comprehension, but there was no consistent evidence of a relationship between listening proficiency and high degree of motivation. In view on these facts, Vandergrift looks for possible explanations for the unexpected results, proposing the influence of circumstantial elements on the listening comprehension test and different classroom practices from those contained in the evaluation. He says: "It is possible that these students had the desire to comprehend and perform well in language class [...]. However, they may not have been capable of performing well on the listening test because of either a lack of adequate vocabulary due to limited exposure to French [...] or an incongruence between the listening tasks practiced in class and the listening tasks on the test" (2005, p. 83).

In prospect, dealing with Motivation in Foreign Listening Comprehension seems to be a much more complicated issue than presumed: a high degree of motivation does not appear to be a reliable predictor of proficiency in L2 listening comprehension. However, due to the surprising data collected through different studies, it becomes a very interesting topic that is worth analyzing. Bearing in mind the students' improvement in their L2 listening competence and for the purpose of this article, the unit planning will consider Dörnyei's work, setting motivational factors as the didactic unit framework; Self-determination theory, pointing at increasing the engagement of EFL students with Listening tasks through EM and IM, and following specific listening teaching strategies, such as class organization (pre, while and post listening).

### **Diagnosis of the Educational Institution and Class Characterization**

#### **Description of the school**

The school is located in Santiago and it belongs to a catholic foundation. It is a semi-private educational institution, which means that it is financially supported by a combination of the foundation, the government and parents funding. It provides technical education for girls, currently imparting Administration, Tourism, Nursing Assistant and Nursery Assistant. There are 5 courses per level, from 1<sup>st</sup> to 4<sup>th</sup> high school grade; each of them composed by an average of 40 students. Currently, the school has around 830 students coming from different areas of Santiago and many of them belong to lower middle class families.

According to its official documents, like the Educational Program of the Institution (PEI), this educational establishment seeks to lead technical education for young women, based on a catholic formation, allowing its students to accomplish successful insertion into the labour world, and the continuity of their studies in Professional Institutes or Universities. A very important aspect regarding its students has to do with PIE (*Proyecto de Integración Escolar*), project that aims to facilitate the integration of students with special needs, such as learning disabilities or physical limitations. At the time, there are 72 students in this program, including deaf or partially deaf students, girls suffering from attention deficit hyperactivity disorder (ADHD), borderline intellectual functioning, dyslexia, dyscalculia, among others.

This educational institution praises a Catholic conception of education, which is explicitly documented on its Mission: "*Formar estudiantes que proceden de las distintas comunas de la Región Metropolitana, entregando una educación católica de excelencia, basada en la Pedagogía de Jesús, desarrollando valores, actitudes y competencias que les permitan acceder a oportunidades laborales y de continuidad de estudios*" (PEI, p.9). Therefore, the educational needs of these students are as relevant as the development of their spiritual life and values. That is why there are several programs and activities that aim directly to reinforce these areas, such as masses and special ceremonies: the blessing of the uniforms, passing from initial to professional cycle mass, vocational training, formative workshops and a two days spiritual retreat.

One of the most influential experiences is the formative evaluation regarding personal attitude and values called *My star*<sup>2</sup>. It corresponds to an activity in which three of the fundamental actors of the educative process participate: the student, her head teacher and her parents. The head teacher evaluates with certain indicators how the student puts into practice the different values the school promotes through its Educative Project: respect, honesty, responsibility, commitment and solidarity. At the same time, the student does a self-evaluation in order to develop self-criticism and to facilitate the examination of her own behavior. Her parents and head teacher write encouraging messages to her, and in a special ceremony the student receives her star from one of the members of the directive team work, where she will have to write a serious commitment to improve certain area or a special goal she wants to accomplish.

Another relevant feature of this school has to do with the importance this establishment gives to collaborative work among all its members. There are special meetings arranged by the coordination and the headmistress where all the teachers and coordinators of a particular level have to attend in order to share appreciations about the courses, present personal concerns or problems detected in each class, and to plan interdisciplinary strategies and activities for each group, encouraging the integration among different subjects. These meetings are not the same as councils, the aim here is to create different methodologies in order to prevent complicated situations and to improve academic results considering all subjects and the profile the student has to accomplish by the end of her studies.

Bonding is also a subject highly considered in this school. At the level of its workers, the headmistress and the administration team organizes an annual "*Jornada de Funcionarios*" which corresponds to a few days trip, all members of the school community are invited, from the doorman to the principal. During these days, all workers participate in different activities prepared by the Pastoral Department, aiming to share personal experiences, connecting emotional and religious feelings to their functions in the school. Consistently with its catholic framework, every exercise is begun with a prayer.

On the other hand, it can be noticed that there is certain lack of supervision in terms of handing in official documents, class observations and interviews. For instance, at the beginning of the year it was

---

<sup>2</sup>Retrieved from the web page of the institution, under the label "Projects"

communicated to the new teachers that the school's authorities are used to observe classes with the purpose of evaluating its workers and to give them appropriated feedback; therefore, a calendar will be sent with the dates for these observations, and each teacher has to hand in the planning of the class beforehand. At the time the first calendar was published, it was evident that there was a balance between hired and new teachers facing this evaluation during the first month, demonstrating that every teacher is treated in the same way. However, many of these evaluations were not done, which can be interpreted depending on the point of view: in a positive way it can be said that the principal, as well as her staff, trust the teachers have enough preparation to do their jobs autonomously, or in a negative way as a lack of involvement and preoccupation from the authorities regarding the educational process.

When observing more closely to the school organization and talking to different members of the community, it can be seen that there are some situations that may cause problems within the community and should be taken into account. For instance, most teachers think that the school has too many extracurricular and religious activities, which leads them to miss several hours of classes. Because of that, they are overwhelmed with contents to cover in very short time, dealing with sudden rearrangements of their didactic units, paperwork to do, and a number of grades to assign; moreover, they are asked to accompany students in their spiritual retreats and field trips in and out of school hours and during weekends. Another serious situation is related with class interruptions, such as people working on administrative tasks who keep going into the classrooms whenever they need; even though they generally ask for permission, it is a distraction that should be avoided. In the same way, students are constantly called out of the class to deal with pastoral activities or to solve issues with other teachers, situation that is so common that students get used to leaving and entering the classroom without permission.

In general terms, it can be said that the actions taken in this educational establishment and the statements written in its official documents are mostly coherent. There is a very good work environment, in which teachers help each other in different aspects, it is considered the collaborative work in order to provide our students with the best academic and formative learning activities, and there is a strong influence from the Catholic Church, which is reflected in every aspect of this community. Negative aspects have to do with different types of disturbances during class time, disruptions throughout the structure of the semester, and the fact that many hours of classes are used to carry out extracurricular activities.

### **Characterization of the class**

The class has a total of 38 students, aged 15 to 17 years old and there are no students with special needs (PIE). The general program average is 5,7 and their professional formation average corresponds to 6,2. There are not any cases of students failing the semester. Some of them have a deficient subject, but their average mark is higher than 5,4. According to my personal register of observations, a survey handed in to their teachers, an interview with the head teacher (See Appendix A, B and C), and the class book information, it was possible to establish a general picture of this class.

Teachers of this class affirm that these students are mostly responsible, participative and well behaved; nonetheless, their answers on the teacher's survey indicate that most positives aspects, such as punctuality and class-work, are graded only as "regularly" and "sometimes". What is more, it is reflected on the full answers section that the students have constantly been given stamps, extra points, signs or similar kind of extrinsic motivational elements in order to keep the students working. In the

same way, classes are performed from a behaviorist approach<sup>3</sup> and the participation of the students is directly requested by the teachers, as well as warnings about writing a negative observation in the class book in case of disruptive behavior.

### **Diagnosis of the English class**

In this school the teaching of the subject is normally done in Spanish and based on traditional lectures: students copy from the board, translate sentences from English to Spanish and complete worksheets prepared by the teachers. Meanwhile, teachers are accustomed to focusing their learning outcomes on grammar contents and the activities are planned to develop reading and writing skills. There are two activities during the year aiming to encourage the use of the spoken language, the *English Fair* and *The Voice Festival*, but both exercises are faced as rote learning tasks rather than an opportunity to actually use the target language.

Their current English teacher delivers his classes in Spanish, does not encourage students to express themselves by using the target language and the class keeps an indifferent attitude towards the topic and the activities proposed by the teacher: students are constantly talking to each other, putting make up on, and playing with their cell phones during English sessions. The teacher has tried to get the students' attention by offering extra points to the next evaluation, lectured them about the importance of English, asking those students that are not interested in his class to be respectful to those who want to learn by keeping silence or not to attend the class, among other strategies.

When performing listening tasks the students remain silent, but most of them are not following the activities but rather using class time to complete other subjects' homework or doing any other action. By the end of the tasks, if necessary, they copy the answers from their classmates. When the teacher notices this situation, he continues playing the scripts as long as the students do not speak. At the moment of inviting the class to talk about their indifference towards these activities, the students said that they did not understand the audios, the stories of those scripts were boring and there was no point to listening to something that had nothing to do with them.

There is a group of three students that sit together that appear to be very good friends; the problem is that they also share a very irresponsible attitude, insisting on not working in class, they are constantly talking to each other and doing activities not related with the class. Although they are not rude and claim to be doing their best effort, that is not reflected in their actions, neither in their academic performance. When talking to their head teacher, it was informed that their attitude is the same in different subjects and strategies will be discussed and applied in order to solve this problem. All of them keep a deficient average mark in English.

### **Description of the Unit**

#### **Didactic decisions**

In order to determine the learning outcomes, contents and teaching strategies for the intervention, it was necessary to go through the national curriculum and connect the learning outcomes established for 11<sup>th</sup> grade high school with these students' needs, detected by means of the diagnosis. As important as the teacher's perception and analysis of this class is the students' point of view, since it helps the

---

<sup>3</sup>Method of teaching consisting on actions that are followed by good consequences are reinforced, therefore those behaviors are more likely to occur again. Behaviors that result in negative consequences become less likely to be repeated.

educator to get a better understanding of his or her students; therefore, a better planning of the didactic unit.

An anonymous survey was handed in to the students with the purpose of collecting their interests, opinions and suggestions (See Appendix D). The results indicated that half of the class thinks the most difficult skill is listening and the other half pointed out that listening activities are the easiest. This indicator is confusing, since the answer about what aspects of the English class would they highlight as negative shows that the same students who feel more confident about their listening skills, rather than reading for example, complaint about the teacher speaking “too much English”. By analyzing these statistics it can be inferred that some students may be conscious about the use of this skill only when performing listening activities, developing listening strategies to answer questions properly rather than actually understanding the language.

Another relevant aspect has to do with learning styles, because most of the students agreed on choosing the direct instruction of the teacher instead of having time and guidance to develop their abilities in a personal way; this can be explained by the low level of engagement of the students with the English class and their idea of doing a minimal effort to pass the course. Furthermore, when asking them about their preferences regarding their study systems, the majority affirms that they like to study alone, because they feel that their classmates do not pay attention, are disruptive and distracting; the second choice was *studying in groups*, but the arguments given to select that way of learning does not have to do with the learning process but with “having fun”. This information was also unexpected, because most of the students claim to enjoy group activities when they give their opinion aloud, but in this occasion it seems to be more important to complete the objectives and “get this over with”<sup>4</sup>, or just to have a good time with their classmates, one more time implying little importance given to the topic.

Finally, the survey was useful to confirm likes and dislikes of the class, helping the teacher to choose appropriated topics and materials for the didactic unit, like music, films and books, and the use of songs and videos of famous people as appealing materials for all the classes. Following the same path, the information gathered showed that these students will enjoy competitive activities and resources, as games and contests, riddles and brain teasers, singing songs, among others. What is more, specific suggestions of the class were taken into consideration at the time of planning the instruments and strategies for the evaluation, focusing these elements on the process rather than on the results.

### The lessons

The unit consists of five lessons of two pedagogical hours each, aiming to improve the students’ motivation towards listening comprehension activities. The planning was set following Dörnyei’s framework, considering Motivation as a process and macrostrategies motivational-teaching approach; in other words, the whole unit incorporates four stages to enhance motivation<sup>5</sup> and the “Ten Commandments for Motivating Language Learners”<sup>6</sup> mentioned before. Each class was planned according to the following steps:

1. Creating motivational conditions:
  - a. Class rules: be on time, clean your desks, and put your cell phones away (or any other article or device like make up, tweezers, mirrors and food).
  - b. Routine: start the class with date, topic and learning outcome of the session.

---

<sup>4</sup> Literal translation of some students’ opinion

<sup>5</sup> Definition on Theoretical Framework, page 2

<sup>6</sup> Definition on Theoretical Framework, page 2

2. Generating initial motivation: helping students to connect with the topic and the tasks by setting appealing activities and interesting topics for them. This information was taken from the survey.
3. Maintaining motivation: the teacher makes sure the activities are coherent with the abilities and level of the students, planning the three main parts of the class in order to keep the attention of the students and uses different levels of difficulty and activities to maintain the class engaged with the task. Following the same idea, group work was used in some activities to encourage motivation by increasing the feeling of competition and individual work was considered to reaffirm personal abilities and achievements.
4. Encouraging positive retrospective: the teacher sets appropriated learning outcomes to reinforce students' confidence, gives positive feedback and works with possible mistakes as opportunities to teach content in different ways or to reinforce the accomplished goals.
5. Ten Commandments:
  - a. The teacher *sets the example* by speaking in English most of the time (around 80% of each session) and performing parts of the activities along with the students.
  - b. The teacher tries to create a nice *class atmosphere* and *good relationship with the students* by means of establishing rapport with the class, being an approachable person and assuming a positive attitude.
  - c. *Present the task properly*, giving short and clear instructions and performing a couple of examples, not only the teacher herself, but also asking some students to do so. Besides, the use of CCQ's<sup>7</sup> was taken into account so as to assure the students understand the instructions and the goal of each task.
  - d. *Making classes interesting* and *familiarize students with the language culture* in view of considering the class' interests, working with original audios of native speakers and settling associations between Chilean society and English speakers' cultures.
  - e. *Goal oriented classes, increase students' self confidence, promote their autonomy and personalize learning*: each class holds a particular learning outcome carefully selected to be coherent with the national curriculum and probable to be fulfilled by the students; therefore, they feel more confident and are willing to accept and complete more difficult activities. In addition, the learning process becomes easier to personalize through the observation of the students' reactions towards the listening tasks, identifying those who may be confused and offering different strategies to solve their obstacles.

At the same time, individual characteristics of the students were considered by including intrinsic and extrinsic motivational elements and the class structure, which were divided into pre, while and post listening activities. As a start, extrinsic motivation was triggered by offering the class points for their participation, both individual and group activities; in order to do so, the teacher keeps record of scores and registers students' marks on her notebook. On the other hand, intrinsic motivation arises once the students feel there is a point behind every task, and when they realize they are capable of completing the activity in a successful way, that is why the teacher repeatedly stands out students' correct answers, and reinforces the advances of every student.

The details of the unit class by class, such as timing, teaching resources and the different stages of each class are described in the following chart:

---

<sup>7</sup>CCQs (Concept Checking Questions) are questions created to assess learning and comprehension of teacher instructions (Páez, 2014).

Class /week	Learning Outcomes	Materials / Resources	Listening Comprehension Activities	Assessment
1 / 1	<ul style="list-style-type: none"> <li>To recognize a particular item through listening its characteristics</li> </ul>	<ul style="list-style-type: none"> <li>List of films, books, singers and TV shows, each item described with five features.</li> </ul>	<ul style="list-style-type: none"> <li>The teacher presents the class rules and explains the routine of each session (date, topic, learning outcomes) (10')</li> </ul>	Formative evaluation:  The teacher keeps record of every group scores.
			<b>Pre</b> <ul style="list-style-type: none"> <li>The teacher encourages students to talk about their favorite bands, TV shows, books and films(10')</li> </ul>	
			<b>While</b> <ul style="list-style-type: none"> <li>The teacher presents the activity: guessing game.</li> <li>Instructions: the students are arranged in groups; they have to guess the concept by listening some clues given by the teacher. There are four categories: TV shows, films, books and music (5')</li> <li>The groups have 15 seconds to choose their competitor, who is the only allowed to answer. Each student has to participate twice (30').</li> </ul>	
			<b>Post</b> <ul style="list-style-type: none"> <li>The students create their own list of clues to add one item to each category.</li> <li>Every group reads one set of clues to the class and the rest of the students try to guess.</li> <li>The teacher asks students about their performance, reinforces positive aspects named by the students about the activity and offers suggestions to improve students' weaknesses (25').</li> </ul>	
2 / 1	<ul style="list-style-type: none"> <li>To match sentences with the correspondent context.</li> </ul>	<ul style="list-style-type: none"> <li>Data show, speakers, laptop.</li> <li>Film posters to be displayed on the board.</li> <li>Original audio of famous movie quotes</li> </ul>	<ul style="list-style-type: none"> <li>The teacher goes through the class rules, keeps record of the time given to be ready to start the session and completes the routine with the students' help (10')</li> </ul>	Formative evaluation:  The teacher keeps record of every student's participation.
			<b>Pre</b> <ul style="list-style-type: none"> <li>The teacher motivates students to talk about their favorite films. Then, she shows famous film posters and asks students about their plots, lead characters, encouraging the students' participation (10').</li> </ul>	
			<b>While</b> <ul style="list-style-type: none"> <li>The teacher explains the activity: students will listen to famous quotes and sentences from the films discussed (original audio). They have to match the audio with the correct film (20').</li> <li>Once finished the audio, the students share their answers, listen to the sentences again and paraphrase each quote (30').</li> </ul>	
			<b>Post</b> <ul style="list-style-type: none"> <li>The teacher goes back to the learning outcome, asking students their opinion about their performance. Feedback and suggestions (10').</li> </ul>	
1 / 2	<ul style="list-style-type: none"> <li>Be able to infer the correct answer</li> </ul>	<ul style="list-style-type: none"> <li>List of riddles and brain teasers.</li> </ul>	<ul style="list-style-type: none"> <li>Class rules and routine (10').</li> </ul>	Formative Ev:  The teacher keeps record of students' participation
			<b>Pre</b> <ul style="list-style-type: none"> <li>The teacher reads aloud a couple of riddles in Spanish. She encourages students to share their favorite riddles and brain teasers (10').</li> </ul>	
			<b>While</b> <ul style="list-style-type: none"> <li>The teacher reads aloud riddles and brain teasers. The students try to guess (10').</li> </ul>	
			<b>Post</b> <ul style="list-style-type: none"> <li>Discuss strengths and downsides of the activity and the students' achievements.</li> </ul>	

Chart N°1: synthesis of the didactic unit

	<ul style="list-style-type: none"> <li>To recognize the context and match the correct option</li> </ul>	<ul style="list-style-type: none"> <li>Data show and laptop</li> <li>Set of signs and notices to be shown on the board</li> </ul>	<ul style="list-style-type: none"> <li><b>SECOND PART OF THE CLASS</b></li> <li>After the break, the students need to be reminded about class rules (5').</li> </ul> <table border="1"> <tr> <td><b>Pre</b></td> <td> <ul style="list-style-type: none"> <li>The teacher explains the activity: for each notice she will read three alternatives: only one corresponds to the context of the sign (5').</li> </ul> </td> </tr> <tr> <td><b>While</b></td> <td> <ul style="list-style-type: none"> <li>The students listen to the alternatives and match the sentences with the correct notice (20').</li> </ul> </td> </tr> <tr> <td><b>Post</b></td> <td> <ul style="list-style-type: none"> <li>Discuss the importance of context when listening different texts. The teacher highlights the students' achievements and suggests ideas to overcome their difficulties (10').</li> </ul> </td> </tr> </table>	<b>Pre</b>	<ul style="list-style-type: none"> <li>The teacher explains the activity: for each notice she will read three alternatives: only one corresponds to the context of the sign (5').</li> </ul>	<b>While</b>	<ul style="list-style-type: none"> <li>The students listen to the alternatives and match the sentences with the correct notice (20').</li> </ul>	<b>Post</b>	<ul style="list-style-type: none"> <li>Discuss the importance of context when listening different texts. The teacher highlights the students' achievements and suggests ideas to overcome their difficulties (10').</li> </ul>	<ul style="list-style-type: none"> <li>The teacher keeps record of students' participation</li> </ul>
<b>Pre</b>	<ul style="list-style-type: none"> <li>The teacher explains the activity: for each notice she will read three alternatives: only one corresponds to the context of the sign (5').</li> </ul>									
<b>While</b>	<ul style="list-style-type: none"> <li>The students listen to the alternatives and match the sentences with the correct notice (20').</li> </ul>									
<b>Post</b>	<ul style="list-style-type: none"> <li>Discuss the importance of context when listening different texts. The teacher highlights the students' achievements and suggests ideas to overcome their difficulties (10').</li> </ul>									
2 / 2			<ul style="list-style-type: none"> <li><b>TEACHERS' DAY : NO CLASSES</b></li> </ul>							
1 / 3	<ul style="list-style-type: none"> <li>To identify missing words in a song.</li> <li>To complete sentences according to the audio and the context.</li> </ul>	<ul style="list-style-type: none"> <li>Speakers and laptop</li> <li>Worksheet with the songs' lyrics.</li> </ul>	<ul style="list-style-type: none"> <li>The teacher goes through the class rules, keeps record of the time given to be ready to start the session and completes the routine with the students' help (10')</li> </ul> <table border="1"> <tr> <td><b>Pre</b></td> <td> <ul style="list-style-type: none"> <li>The teacher presents sentences that contain homophones. The students listen to these sentences and infer the difference between similar words. The teacher guides the discussion of the students until delivering the definition of the concept (10').</li> <li>The teacher asks students about their favorite singers and bands and animates them to talk about it. She explains the instructions: students will listen to some songs and they have to identify the missing word or short sentence (10').</li> </ul> </td> </tr> <tr> <td><b>While</b></td> <td> <ul style="list-style-type: none"> <li>The teacher hands in a worksheet with the lyrics of ten songs. There are some missing auxiliary verbs, words and short sentences. The students will listen to the songs and complete the lyrics (30').</li> <li>Correct the missing concepts, comment about other ways to complete sentences when missing the exact word and how to avoid confusion when dealing with homophones (10').</li> </ul> </td> </tr> <tr> <td><b>Post</b></td> <td> <ul style="list-style-type: none"> <li>The teacher asks students about their performance, reinforces positive aspects named by the students about the activity and offers suggestions to improve students' weaknesses (10').</li> </ul> </td> </tr> </table>	<b>Pre</b>	<ul style="list-style-type: none"> <li>The teacher presents sentences that contain homophones. The students listen to these sentences and infer the difference between similar words. The teacher guides the discussion of the students until delivering the definition of the concept (10').</li> <li>The teacher asks students about their favorite singers and bands and animates them to talk about it. She explains the instructions: students will listen to some songs and they have to identify the missing word or short sentence (10').</li> </ul>	<b>While</b>	<ul style="list-style-type: none"> <li>The teacher hands in a worksheet with the lyrics of ten songs. There are some missing auxiliary verbs, words and short sentences. The students will listen to the songs and complete the lyrics (30').</li> <li>Correct the missing concepts, comment about other ways to complete sentences when missing the exact word and how to avoid confusion when dealing with homophones (10').</li> </ul>	<b>Post</b>	<ul style="list-style-type: none"> <li>The teacher asks students about their performance, reinforces positive aspects named by the students about the activity and offers suggestions to improve students' weaknesses (10').</li> </ul>	<ul style="list-style-type: none"> <li>The teacher keeps record of students' participation</li> <li>The teacher informs the students about their scores and the mark for participation assigned for those points</li> <li>(60% of final grade)</li> </ul>
<b>Pre</b>	<ul style="list-style-type: none"> <li>The teacher presents sentences that contain homophones. The students listen to these sentences and infer the difference between similar words. The teacher guides the discussion of the students until delivering the definition of the concept (10').</li> <li>The teacher asks students about their favorite singers and bands and animates them to talk about it. She explains the instructions: students will listen to some songs and they have to identify the missing word or short sentence (10').</li> </ul>									
<b>While</b>	<ul style="list-style-type: none"> <li>The teacher hands in a worksheet with the lyrics of ten songs. There are some missing auxiliary verbs, words and short sentences. The students will listen to the songs and complete the lyrics (30').</li> <li>Correct the missing concepts, comment about other ways to complete sentences when missing the exact word and how to avoid confusion when dealing with homophones (10').</li> </ul>									
<b>Post</b>	<ul style="list-style-type: none"> <li>The teacher asks students about their performance, reinforces positive aspects named by the students about the activity and offers suggestions to improve students' weaknesses (10').</li> </ul>									
2 / 3	<ul style="list-style-type: none"> <li>To apply all the strategies learned.</li> </ul>	<ul style="list-style-type: none"> <li>Test</li> <li>Speakers and laptop</li> </ul>	<ul style="list-style-type: none"> <li>The teacher goes through the class rules, keeps record of the time given to be ready to start the session and completes the routine with the students' help. The students arrange their desks in rows to take the test (15').</li> </ul> <table border="1"> <tr> <td><b>Pre</b></td> <td> <ul style="list-style-type: none"> <li>The teacher gives the instructions for the test. She reminds students that the exercises of the test are similar to those they have done in class(20').</li> </ul> </td> </tr> <tr> <td><b>While</b></td> <td> <ul style="list-style-type: none"> <li>The students listen to different audios and answer the test (30').</li> </ul> </td> </tr> <tr> <td><b>Post</b></td> <td> <ul style="list-style-type: none"> <li>The teacher guides a discussion about the students' achievements and complications. They comment about the main learning outcomes and the students' advances. General feedback (15').</li> </ul> </td> </tr> </table>	<b>Pre</b>	<ul style="list-style-type: none"> <li>The teacher gives the instructions for the test. She reminds students that the exercises of the test are similar to those they have done in class(20').</li> </ul>	<b>While</b>	<ul style="list-style-type: none"> <li>The students listen to different audios and answer the test (30').</li> </ul>	<b>Post</b>	<ul style="list-style-type: none"> <li>The teacher guides a discussion about the students' achievements and complications. They comment about the main learning outcomes and the students' advances. General feedback (15').</li> </ul>	<ul style="list-style-type: none"> <li>Summative evaluation.</li> <li>Written test (40 % of final grade)</li> <li>Final mark goes to class book.</li> </ul>
<b>Pre</b>	<ul style="list-style-type: none"> <li>The teacher gives the instructions for the test. She reminds students that the exercises of the test are similar to those they have done in class(20').</li> </ul>									
<b>While</b>	<ul style="list-style-type: none"> <li>The students listen to different audios and answer the test (30').</li> </ul>									
<b>Post</b>	<ul style="list-style-type: none"> <li>The teacher guides a discussion about the students' achievements and complications. They comment about the main learning outcomes and the students' advances. General feedback (15').</li> </ul>									

### Teaching resources

As mentioned before, the main topics and materials of this didactic unit were selected according to a careful observation and analysis of these students; actually, most of the elements included were suggested by them. In the first place, it was necessary to establish a connection with the students and the target language; as many records are too difficult for the class, the first session aimed to catch students' interest without using any particular device, focusing their attention only in the listening skill. For that purpose, it was the teacher who read the sentences aloud and as clear as possible. As to work with inferences, one session was devoted to listening to the teacher's clues and directions, using that information to answer no literal questions. In this case, the students were asked to listen and think about the real meaning of the sentences heard.

Further on, it was decided to work with original sounds and videos, but highlighting the approach of the characters and the interests of the students with the audios involved: for each learning outcome a particular source of the foreign language. To begin with, short quotes of famous films were used to make the students get the main idea and connect every sentence to the correct movie, for example it was played the sentence *may the force be with you* and the class had to match it with *Star Wars*. Next, the girls' favorite songs were the perfect resource to make the students pay attention to every sound: the activity consisted on listening carefully to identify the exact word missing from the lyrics of the songs. Also, they were able to understand the context of the song, showing the ability of inferring information without knowing all the words.

Finally, it was helpful to include academic records, materials that are used in several international examinations as FCE, KET<sup>8</sup> and the Chilean SIMCE. These audios were obtained from *Agencia de Calidad de la Educación*, section sample tests. From these audible resources were taken the longest texts worked in class and in the summative test, since they are specially conceived to make the students apply all the abilities and competences needed to achieve a comprehensive listening.

### Evaluation

Since this intervention had the purpose of increasing the class' motivation towards listening activities, the evaluation had to be thought as a process that could evidence their achievements, facilitating the identification of strengths and weaknesses and which would help the students to reaffirm their confidence. For that reason, the focus of the evaluative process was set on formative assessments, which allows the teacher to keep a record of little tasks and provides the students the opportunity of realizing and appreciate their achievements step by step. In the same way, it helps students to deal better with frustration when facing difficulties during the learning process.

Formative evaluations were done through every class, by assigning points for participation. These points were registered on the board and in the teacher's notebook: when performing group activities like contents the points were displayed on the board; on the other hand, records of individual tasks were kept on the teacher's list. All these points were added to assign one mark for participation, which will be considered as the sixty percent of the final grade; this is because it was important to demonstrate the students that their effort and participation in class were more important than the final result. However, it was not emphasized the idea of working just to obtain those points: the most important thing was to catch the students' attention and motivate them to work because they really wanted to.

The second part of the final grade corresponds to the summative evaluation, which consisted on one test, each item trying to emulate the different activities done in classes, and two exercises extracted

---

<sup>8</sup> FCE stands for First Certificate in English and KET for Key English Test

from a SIMCE sample. Because of the proximity of SIMCE ingles, it was considered the format of this standard test at the moment of constructing the final assessment, with the purpose of familiarizing these students with the process of the national evaluation.

### Learning results

At the beginning of the didactic unit the students tended to show a reticent attitude towards the foreign language; during the first class they repeatedly expressed their discontent about the teacher speaking in English. As the educator went on her purpose of speaking the target language, trying to include several cognates<sup>9</sup> and well known vocabulary, it was slowly accepted by the students the idea of getting used to receiving the instructions and feedback in the foreign language. This is an important enhancement considering that English classes were totally carried out in Spanish and the students were comfortable with this. Because of that, it was predicted that the class would not pay attention to the instructions of the first listening activity of this didactic unit, but rather their interest in the topic; the enjoyable nature of the task allowed a frequent use of English at every moment of the class and also during the rest of the implementation of the unit.

There were improvements in terms of motivation, which could be noticed through the students' engagement with the different tasks and their eagerness to participate in most activities. In general terms, the class adopted a more active role within the development of listening tasks, despite their initial frustration of working in English all the time: the students collaborated with their classmates even when it was not their turn of answering, worked together when the task implied looking for a missing item and maintained personal work when needed. There was a significant decrease in the amount of students copying answers at the end of the activities and the use of the English class to do other things.

As a concrete example, in the middle of the first class a couple of students were asked to leave the room to attend a meeting with the pastoral department; both girls complained about it and refused to go, arguing that they were entertained. Unfortunately, the meeting was important and they eventually had to leave the classroom, not without expressing their enthusiasm regarding the activity: in their own words "*profe, podrian ser todas las clases asi*". Another situation was set in the fourth class, during the singing activity: at the moment of doing the closure of the class, the students asked to keep going with the activity in spite of the little time left. Taking into account their enthusiasm, the professor decided to continue with the songs and to start the following class with the summary and analysis of this session.

Notwithstanding, the progression of the students' participation and attitude towards listening activities, there were a couple of students that did not show significant changes in their behavior, insisting on checking their cell phones during class, putting make up on and looking themselves in their mirrors. These students took active part in classes only during the singing session and the contest of the first class, activities that were clearly appealing to them. A group of six other students, sitting in different places in the classroom, demonstrated some advances in terms of getting involved with developing listening skills, but were easily distracted when facing more complicated audible texts.

In the case of listening comprehension as a learning outcome to be evaluated, there were not meaningful changes in reference to the students' grades; most of the girls maintained their previous record of their performances of this skill in comparison to their mark on the summative test performed at the end of the unit. Still, some students did not get a better mark on the test, but it can be noticed a more suitable disposition towards listening activities, which helped students recur to various strategies to find out the correct answer. What was a relevant aspect regarding grades had to do with the students' participation: all of them got approving marks, and over a 60% of the class obtained over a 5,5.

---

<sup>9</sup>Cognates in this context are words in two different languages that share a similar meaning, spelling, and pronunciation.

### Analysis of the intervention

The results of the implementation of this didactic unit can be explained from different perspectives. In the first place, taking into account the students' interests and ideas was essential to the success of some aspects of the intervention. Since the goal of this didactic unit was to improve students' motivation in relation to listening activities, presenting topics and elements of adolescent preference that were chosen by them, helped the teacher to connect with the class and to get the students' attention. Once a pleasant and fun classroom environment was established, the students were willing to maintain a positive attitude, which led them to participate voluntarily.

From the point of view of the students' achievements, it can be affirmed that the advances in motivation towards listening comprehension activities also had to do with the opportunity of working with different types of exercises, such as listening to famous quotes of films, singing, taking part of a contest and guessing games. This approach was very helpful in the sense of surprising the students with new forms of listening English, avoiding the anticipation of the assessments and increasing the need of paying attention to know what to do. For that reason, the class had to listen carefully to the instructions, providing the teacher the chance of presenting the task in an appealing way, facilitating the engagement of the students with the activities. Besides, the fact of using the target language during all these sessions was central to maintain the students attentive to the instructions and the content of the activities; at the beginning of the unit some students complained about this, but after some training and practice, their attitude changed.

In the case of general development of the unit, to apply classroom management techniques<sup>10</sup> was indispensable to create an appropriated learning environment. As soon as the observations of this group started, it could be recognized that the students were not used to prepare a good classroom atmosphere to start their classes, situation that was evidenced through the dirty classroom and desks, the overuse of mobile phones during sessions, girls screaming from one side of the room to the other, among other disruptive behaviors. These misconducts were significantly diminished with the implementation of three class rules: be on time, put your cell phone away and clean your desk. It was complicated to put these commands into practice, mostly because the students were used to behaving in this way in almost all of the subjects without receiving any consequences.

To begin with, students are accustomed to attending meetings from other departments during English lessons, such as pastoral or the students' council, for that reason many times they were late for classes or simply because they were having breakfast; unfortunately, this situation continued during the whole unit, only less frequently. In relation to the two guidelines left, it was not an easy challenge either: in the first class the students spent 23 minutes just cleaning the classroom and putting their things in their backpacks. Consequently, it was needed to give students specific periods of time to comply the instructions, repeat the class rules at the beginning of every class and also to monitor the process; for instance, the teacher had to count 1 minute to get the students cleaning their work spaces and 15 seconds to put aside their cell phones. Thanks to this structure, the students started to react faster to the indications of the professor and by the third class the time to start the session in proper conditions was reduced to 7 minutes. Obviously, this is an important progress inasmuch as it would have been almost impossible to motivate students without having their full attention. On the other hand, this aspect was negative for the teacher, since it took a lot of time and effort to accomplish this order in the classroom; what is more, it was distracting to pay attention to parallel goals.

Referring to the different stages of the class, it was considered within the planning to do specific activities to start every lesson with emphasis on motivation, secondly the space to develop the main

---

<sup>10</sup> Classroom management has two distinct purposes: "It not only seeks to establish and sustain an orderly environment so students can engage in meaningful academic learning, it also aims to enhance student social and moral growth" (Evertson and Weinstein, 2006, p. 4). Retrieved from <http://www.apa.org/education/k12/classroom-mgmt.aspx>

assignment and finally a different exercise or discussion to end the session with a proper closure. At the time of applying these phases there were some complications, mainly with the post listening activities, as the decision of completing these closing tasks was changed according to the engagement of the students with the principal listening activity. In other words, only two out of five classes were finished with the post listening task as planned; the rest of them were modified or directly omitted, with the purpose of keeping the students interested and motivated with activities they were enjoying. Nonetheless, this can be evaluated as a positive reflection because the goal of this implementation was to motivate students' listening and they were actually so interested in the classes that interrupting their work would be counterproductive for them.

With respect to the process of evaluation, it was a good decision to value formative assessments with the sixty percent of the final grade, because the students appreciated the fact that their work was taken into account in spite of being right or wrong; their effort was finally worthy. This recognition was not only shown by the points obtained by the students during the different activities, but rather with verbal reinforcement made by the teacher and the appreciation of the mistakes as opportunities to learn new ways to face their obstacles regarding listening comprehension. The downside of the evaluation was set in the summative test, basically because of two issues: technical problems and the distribution and difficulty of the exercises on the worksheet. The first situation could have been easily prevented, in fact I checked the electronic equipments before the first class of the unit, but the day of the test I did not notice that there were other devices assigned for the class. The sound of these speakers was pretty low and unclear, which made the first item of the test almost impossible to complete; in order to fix the situation as soon as possible, I decided to say at loud the main ideas of the audios.

The second unfavorable choice with reference to evaluation was the order of the items in the test (See Appendix E). The intention was to keep a format similar to SIMCE by presenting the same visual structure, but the first item of the test was quite difficult, including original audios and normal foreign speaking, so it should have been better to locate this activity at the end of the test, once the students were connected with the target language and more confident about their performance in the previous items. At the same time, there were sections of the test that intended to emulate the activities done in classes, specifically questions sixteen to twenty five, in which students had to guess the correct answer by listening to a number of clues. After analyzing these exercises it was noticed that the main objective, listening comprehension, was left behind; the skills required to complete these tasks successfully had to do with cleverness and creativity, rather than the students' understanding of the audios.

Even though the planning was done very carefully and based on objective and varied information, some classes had to be modified once the implementation started. The third class of the unit was originally based on the topic of travelling and the most visited countries in the world, where the students were supposed to match some famous places with their main features after listening some texts about them. After completing the first class, the professor observed that the students did not respond enthusiastically when making allusion to the nation of origin of some books, the location of different films or foreign customs; for that reason, it was decided to change the topic of that class. On the other hand, the class about riddles and brain teasers was really difficult for them, not because of their listening abilities, but because of the nature of the exercise: do not think literal, use your imagination and ingenuity to solve the problems. The factor that saved that class from being a total disaster was humor, to deal with mistakes in a positive way and to use misleading elements as examples of typical errors made by foreign language learners.

Another obstacle detected during the implementation of this unit was the large amount of time spent preparing extra resources to implement in these classes. For instance, it was necessary to spend many hours listening to different singers and bands to select only ten songs appropriated to use in a listening task: it had to be taken into account the content of the song, the speed, clear enunciation, vocabulary according to the level of these students, among others. In retrospect, there is plenty of material

provided by the national ministry of education, which could have been modified in order to make them fit with the purpose of the unit.

### Improvement plan

One of the main issues that came to light during this teaching period was the need to create an appropriate learning environment, as it is a problem that affects not only English classes, but other subjects as well. It is known that learning is a process that requires certain elements to be successful, as it is established in MINEDUC's *Marco para la Buena Enseñanza*: "La enseñanza no se puede generar en un ambiente en el que la conducta de los alumnos no permite el desarrollo de la clase" (2008, p. 17). In spite of applying specific rules of behavior in the classroom and establishing clear consequences for those students who infringe these instructions, I did not complete the routine in every class, which provoked minor moments of distractions that could have been avoided. By virtue of improving this aspect, it is suggested to draw up a signpost with all the components of the English class' routine and hang it in the classroom; hence, both the teacher and the students will be constantly reminded about it.

Likewise, instructions and the use of CCQs could have been more effective if I had had them listed on paper. The typical question "do you understand?" is ineffective at the time of checking meaning with EFL students (Páez, 2014). Therefore, preparing CCQ's in advance is fundamental in creating a set of suitable questions that actually allows the teacher to determine if learners do understand new concepts that are being introduced, it draws out what the students know through their relationship to the words they understand, and so permits the teacher to add to their knowledge. With reference to instructions, the idea is pretty similar to the one suggested by Martha Epperson when she presents a list of instructions in order to simplify the students' comprehension, maximizing the teacher's energy and time by reducing misbehavior of the students and increasing their confidence because they are able to understand directions in English, among other benefits (2011, p.18). Next time this didactic unit is implemented, I will prepare beforehand a written list of sequenced instructions, such as modeling the instructions for the students, make a student model the directions too, ask the group to show they are ready to begin the activity and review the answers.

Bearing in mind that the use of diverse types of activities was advantageous, it would be advisable to include kinesthetic activities, making the students respond physically to certain commands, perform mimics or move around the classroom following instructions. These varieties of exercises are useful to get everyone's attention and can get the whole class working as a group, facilitating collaboration among the students and to have fun with the target language. All these elements are enjoyable and may lead students to feel more comfortable with the possibility of making mistakes and to better manage frustration. Following the same idea, these sort of activities help to include different kinds of EFL learning styles,<sup>11</sup> diversifying the way in which students can get engaged with the foreign language.

Concerning the three main stages of the class, it is important to pay more attention to the end of each activity. As this unit was centered on motivation, the pre-listening part of the session was carefully performed in the matter of gaining the students' interest, as well as the while-listening part. Nevertheless, post-listening activities did not take full advantage of the learning opportunities. To make the most of these activities, it will be helpful to set an alarm 5 minutes before the while-activity has to come to its end; in this way, the teacher is going to be alert, facilitating the transition from one part of the class to the final one, having enough time to get students reflecting on what they have learned, including a small summary of the class, its contents and a short evaluation of the tasks they have done.

---

<sup>11</sup>Learning styles are different approaches or ways of learning, such as auditory, visual and kinesthetic. Most people learn best through a combination of all of them, but every individual is unique.

Throughout the development of the unit, formative evaluations were very important to increase students' motivation, but the summative test should have reflected the students' improvements of the unit. The shortcoming laid on my eagerness to draw up an exam similar to SIMCE, which interfered with my priorities at the time of designing the instrument; the best way to prevent this in the near future is to write down the learning outcomes to be assessed, create the items according to the objectives and respond to the questions as if I were a student. Furthermore, it is an excellent idea to socialize the instrument with other teachers to get feedback and ask a colleague to revise the test before applying it.

### Conclusion

By the end of this intervention it is fundamental to evaluate my teaching performance and identify some of my professional strengths and weaknesses. To begin with, I can mention that I demonstrated to be a *reflective teacher*, following a process of self-observation and self-evaluation, which allowed me to think critically about my pedagogical actions, and how my practice might be improved for better learning outcomes. As a result, I was able to adopt *pedagogical flexibility*, which is essential when putting into practice the plannings, since it has to be considered the reaction of the students to each activity proposed, have the ability of reacting proactively in front of unexpected situations during classes and to overcome and improve learning experiences that are not working as previously thought. Finally, I dealt with my students' mistakes in a positive way, taking their failures as opportunities to enhance the learning process, as pointed out on the standards required for Chilean teachers (MINEDUC, 2008, p.20).

In regards to weaknesses, I shall focus only on one task at a time: trying to establish a good learning environment, applying a routine to a group that was not accustomed to it that and using class stages was too much to manage with. The ability of *prioritizing* what is more important for my students is definitively something I need to work with. Moreover, it is a good thing to take into account standard national tests, such as SIMCE, but I need to select what is useful for my class and leave aside what might be unnecessary.

Another shortcoming of my performance which helped me to learn something valuable for my practice had to do with the lack of communication with other teachers in terms of evaluations; since I did not socialize my instrument before applying it, I was not able to see its flaws. I have learnt this when finishing this implementation and facing the students' results. I tried to explain their achievements based only on theory and performance first, but then in retrospect, the test was not appropriated when I was sharing my students' outcomes with the English teacher of initial cycle. That situation was really enlightening in terms of professional analysis of our students' assessments, because my colleague had a different and more objective view of the test.

In relation to the main objective of this didactic unit which was to improve students' motivation towards listening comprehension activities, I can affirm that in general terms, the goal was achieved because the students demonstrated an increasing interest in my classes, what was shown through the high levels of participation and their enthusiasm during the different sessions. Although, the level of the students' motivation did not show a significant impact on their academic performances, it was a relevant change to observe that those students that were not previously working in class, were raising their hands to answer and singing along with their classmates. Of course, there are always students that did not respond to the activities proposed by the teacher and this was not an exception; however, these three conflictive students participated in some activities that were interesting for them, and that can be considered as a little step, a pathway that can be encouraged, and worth the effort to help them reach their full potential.

### References

- Dörnyei, Z. (1998). Motivation in second and foreign language learning. *Language Teaching*, 31, 117-135.
- Dörnyei, Z. (2001). *Motivational Strategies in the Language Classroom*. New York: Cambridge University Press
- Epperson, M. and Rossman, M. (2011). *Strategies for Motivating and Managing the Chilean Classroom*. Ministerio de Educación Chile: Embajada de los Estados Unidos de América.
- Field, J. (2002). The Changing Face of Listening in Methodology. In *Language teaching*, edited by Richards J and Renandya W. Cambridge University Press.
- Ministerio de Educación (2009). *Actualización Curricular*. Idioma extranjero: Inglés educación media.
- Ministerio de Educación (2008). *Marco para la Buena Enseñanza*. Recuperado del sitio web de MINEDUC [http://www.cpeip.cl/index2.php?id\\_portal=41&id\\_seccion=3119&id\\_contenido=12388](http://www.cpeip.cl/index2.php?id_portal=41&id_seccion=3119&id_contenido=12388)
- Páez, A. (2013). *Cátedra Didáctica de la especialidad*. Santiago: Facultad de Educación, U. A. H.
- Proyecto Educativo Institucional (PEI)
- Ryan and Deci (2000). *Self-determination theory and the facilitation of intrinsic motivation, social development, and wellbeing*. *American Psychologist* 55, 68–78.
- Vandergrift, L. (2005). Relationships among Motivation Orientations, Metacognitive Awareness and Proficiency in L2 Listening. *Applied Linguistics* 26/1, 70–89. Oxford University Press.

## Appendices

### Appendix A: Register of observations (sample)

Miercoles 01 de Octubre  
Bloque 12:35 – 14:00 hrs.  
Alumnas presentes: 28

Desarrollo: La clase comienza a las 12:57 mins. El profesor se encontraba recogiendo el material para la clase. El profesor Saluda a algunas alumnas en forma personal, pide silencio al grupo e informa que se realizara una actividad de listening comprehension, un ensayo SIMCE. La clase se desarrolla en español. Llegan algunas alumnas que dicen se encontraban conversando con una profesora sobre un trabajo pendiente; el profesor no pide pase ni mayores explicaciones. Las alumnas no hacen silencio, muchas de ellas comen, usan sus celulares, se maquillan y rien.

El profesor comienza a dar las instrucciones que se reduce a explicar que escucharan unos audios dos veces cada uno y que deben marcar la respuesta correcta. Comienza a repartir las guías alumna por alumna, se detiene a conversar con algunas de ellas sobre la actividad del festival de la voz que se realizara en unas semanas.

El desorden continua, por lo que el profesor pide a las alumnas que no estan interesadas en hacer la actividad que “tengan respeto por aquellas compañeras que quieren aprender” y pone play al audio. Las alumnas comienzan a hacerse callar entre ellas y se comienza a hacer silencio. Alrededor de un 60% del curso continua realizando actividades ajenas a la clase.

Al terminar la clase, las alumnas que no estaban trabajando copian las respuestas de sus compañeras, entregan sus guías y se retiran de la sala.

### Appendix B: Encuesta Profesores

*Simbología: N = nunca O = ocasionalmente A = a veces R = regularmente S = siempre*

*Instrucciones: Marque con una X la alternativa que en su opinión mejor complete la frase:*

Las alumnas:

		N	O	A	R	S
1	Llegan a tiempo a clases					
2	Se presentan a clases con los materiales correspondientes					
3	Presentan trabajos/tareas en las fechas establecidas					
4	Participan en clases					
5	Mantienen la sala limpia					
6	Comen, se maquillan, usan sus celulares, etc. en clases					
7	Se comportan mejor cuando se les advierte que tendrán una anotación negativa					
8	Ponen atención a las explicaciones de los contenidos / actividades					
9	Se puede comenzar la clase en forma inmediata					
10	Hacen preguntas / comentarios en clases con respecto a los contenidos					
11	Respetan sus lugares del esquema de asientos asignados					
12	Conversan constantemente en clases					
13	Hacen trabajos / tareas de otras asignaturas en clases					
14	Ponen atención / siguen mis instrucciones					

1. Su asignatura corresponde a: formación general / formación técnico-profesional / formación artística-física
2. En su opinión, que estrategias / formas de trabajo son más efectivas para facilitar el aprendizaje en este curso?
3. Desde su asignatura, que habilidades / competencias le provocan mayor dificultad a las alumnas?
4. Qué tipo de recursos utiliza en sus clases? Que tan a menudo?
5. Nombre 3 características positivas del curso y 3 aspectos que deban mejorar

Comentarios / Información relevante

### Appendix C: Entrevista profesora jefe (resumen)

La entrevista se realiza durante la jornada laboral, por lo que es directa y específica. De manera de no influenciar la información que me pueda entregar, le pido que describa su curso en términos generales, que me explique cuáles son las mayores fortalezas y aquellos aspectos a mejorar.

La profesora indica que en general era un muy buen curso durante el primer semestre, responsables y participativas, pero que de vuelta de vacaciones se comenzó a implementar en todo el colegio un sistema de trabajo colaborativo, en el cual las estudiantes se ubican en grupos durante toda la jornada, se nombra a una líder por grupo que es la encargada de monitorear a sus compañeras y de servir de apoyo a los profesores y que dicho sistema no está funcionando. Se observan cambios en comportamiento, han bajado sus notas y “están más desordenadas que nunca”. Me comenta sobre algunos casos puntuales que están en evaluación por posible condicionalidad.

### Appendix D: Encuesta Alumnas

*Estimada alumna: la presente encuesta tiene carácter reservado, lo que significa que no es necesario poner tu nombre y que la información recopilada es solo para uso investigativo.*

1. En la clase de Miss Nathalia, cuál de las siguientes habilidades se te hace más fácil y cuál la más difícil: leer, escribir, escuchar, hablar? Explica
2. De qué manera crees que logras aprender mejor Inglés: recibiendo la instrucción del profesor, investigando por tus propios medios, haciendo proyectos u otras? Agrega tus propias ideas
3. Como aprendes mejor Inglés: sola, en parejas, en grupos? Por qué?
4. De qué forma crees que Inglés te será útil en tu vida adulta / laboral?
5. Que temas te gustaría tratar en la clase de Inglés?
6. Que aspecto positivo destacarías de las actividades realizadas por Miss Nathalia?
7. Que sugerencias o cambios le harías a la forma de hacer clases de Miss Nathalia?
8. Como tendría que ser la clase de Inglés para que te facilitara el aprendizaje?

UTILIZA ESTE ESPACIO PARA AGREGAR UN COMENTARIO FINAL

---



---



Gracias por tu ayuda

**Appendix E: Sample summative test**

		<b>PRUEBA DE INGLÉS COEF.: 1</b>				<b>Depto.: Inglés</b>			
						<b>Profesor/a: Nathalia Kubota</b>			
Estudiante								Fila	
Curso	3º C	Fecha		% de Exigencia	60	Pje. Ideal	30	Pje. Real	
Aprendizaje Esperado		Escuchar, discriminar información explícita y demostrar comprensión de los puntos principales en textos simples relacionados con los contenidos del nivel							
Contenidos		Patrones y estructuras básicas ya conocidas, tales como, ordenación de los elementos en frases afirmativas, interrogativas y negativas; uso de tiempos verbales simples y compuestos, así como elementos generales de cohesión y coherencia.						Nota	
Habil.	Recordar	Comprender	Aplicar	Analizar	Sintetizar	Evaluar	Crear		
Preg./Item									

1. When Chloe’s friends heard about her doing a movie with Johnny Depp, they were...?

LUCKY

A

COOL

B

JEALOUS

C

2. Bruno Mars affirms that to be a star you need:

PASSION

A

FRAGRANCE

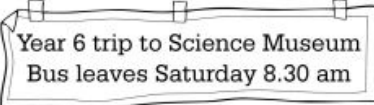
B

TABLOIDS

C

Which notice (A to H) says this (6 to 10)? For questions 6 to 10, write the correct letter A to H:

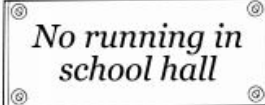
A 

E 

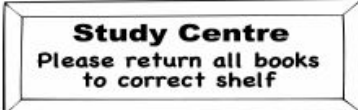
B 

F 

C 

G 

D 

H 

**Questions 11 – 15**

Listen to Nick talking to a friend about his birthday presents.  
What present did each person give him?

For questions 11 – 15, write a letter A – H next to each person.  
You will hear the conversation twice.

**Example:**

0 Cousin  B

**PEOPLE**

11 Mum

12 Brother

13 Aunt

14 Uncle

15 Grandmother

**PRESENTS**

A bike

B book

C cinema tickets

D clothes

E computer game

F mobile phone

G money

H music CD

**Which item corresponds to the clues given?**

**For questions 16 to 20, put a tick ✓ next to the right answer:**

3. Who is the singer ?
- Nicki Minaj
  - Katy Perry
  - Taylor Swift
  - Rihanna

**Riddles and Brain teasers. For questions 21 to 25, put a tick ✓ next to the right answer:**

4. What place would you be in now?
- third
  - second
  - first
5. How many apples do you have?
- two
  - three
  - zero